Afrikaans

Wiskunde

Mathematics

2

Kwartaal 3 | Term 3

Onderwyser | Teacher: .....

Bala Wande
Calculating with Confidence

2

Kwartaal 3 | Term 3

Wiskunde
Mathematics

Onderwysersgids
Teacher's Guide

Afrikaans | English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wanda–Magic Classroom Collective*-span moontlik gemaak, in oorleg met 'n verwysingspan wat saamgestel is uit individue van etlike universiteite, wiskunde-NRO's en die Departement van Basiese Onderwys. Hierdie materiaal is gebaseer op die werk van die DBO-werkboeke en bestaande iterasies van lesplanne (GPLMS, Jika iMfundo, NECT en TMU). Die Bala Wande-bokse met manipuleerbare items is in oorleg met Jade Education ontwerp. Dié bokse voorsien hoëgehalte-materiaal wat 'n integrerende deel van die onderrig-en-leerprogram uitmaak.

The development of this workbook was carried out by the collaborative *Bala Wande–Magic Classroom Collective team* in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artists: Mary-Anne Hampton and Angie Bowring
Photos on page 166: Freepik

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INHOUD | CONTENTS

Die Bala Wande-wiskundeprogram vir die Grondslagfase

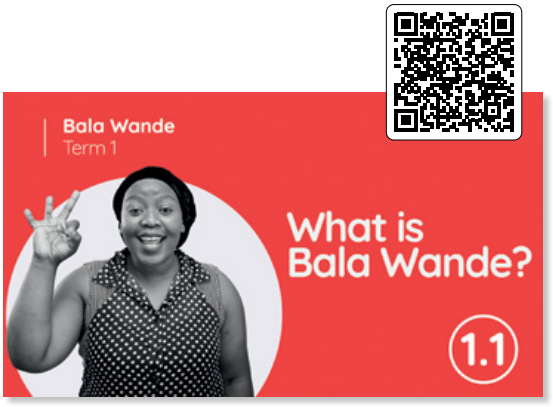
Funda Wande is 'n organisasie sonder winsoogmerk wat ten doel het om te verseker dat alle leerders in Suid-Afrika teen 10-jarige ouderdom met begrip in hul huistaal kan lees. Bala Wande is die wiskundeprogram wat hiermee gepaard gaan, met die oogmerk om te verseker dat daar in die vroeë laerskooljare 'n effektiewe grondslag in wiskunde by alle leerders in Suid-Afrika gelê word.

Die Bala Wande-wiskundeprogram is 'n dag-tot-dag-handleiding oor wiskundeonderrig wat die leerders in staat stel om hul begrip van wiskunde uit te bou en berekeninge met selfvertroue te doen. Dit is spesifiek vir die Suid-Afrikaanse kurrikulum ontwikkel en voldoen aan die KABV. Die inhoud, tydstoekenning en assessering vir leer is alles op die KABV gebaseer.

Die Bala Wande-kursusmateriaal omvat 'n Onderwysersgids, 'n Leerderaktiwiteitsboek en manipuleerbare items vir beide onderwyser en leerders (sien bladsy 6 & 7).

Welkom by graad 2!

Ons doel is dat die leerders goeie gewoontes moet aankweek terwyl hulle wiskunde doen. Hulle moet dus daarop gewys word dat hulle aandagtig moet kyk na dit wat hulle veronderstel is om te doen. Wanneer jy elke dag die selfstandige klaswerk bekendstel, moet jy die leerders help om hierdie gewoontes aan te leer:



Gewoonte 1: Ons kyk self. Wat sien ek? Wat moet ek doen?
Gewoonte 2: Ons teken prente. Wat kan ek teken wat my sal help om die probleem op te los?
Gewoonte 3: Ons gesels hardop oor wiskunde.

Dit is hierdie jaar ons grootste oogmerk om die kinders aan te moedig om hardop oor wiskunde te gesels. Jy moet elke dag daarop ingestel wees om soveel moontlik leerders by die aktiewe heleklasbesprekings te betrek. Loop in die klas rond en fasiliteer die selfstandige klaswerk – vra deurtastende vrae om uit te vind of die leerders dit waarmee hulle besig is, verstaan. Luister na die vrae wat hulle vra en reageer so duidelik moontlik op dit wat hulle gevra het.

Wees op die uitkyk na leerders wat sukkel met dinge soos 'n basiese getalbegrip. As daar kinders is wat oënskynlik nie basiese getalle van 0 tot 10 verstaan nie, gee ekstra aktiwiteite aan hulle om met getalle in hierdie getalgebied te werk. Hou aan om vir hulle vrae oor getalle en getalkombinasies in hierdie getalgebied te vra totdat jy sien dat hulle met selfvertroue met die getalle 0 tot 10 kan werk.

Die Bala Wande-materiaal is alles tweetalig. Dit is om die ontwikkeling van wiskundetaal in sowel Afrikaans as Engels te ondersteun. Dit bied ondersteuning vir jou om op 'n natuurlike wyse van een taal na 'n ander oor te skakel wanneer daar oor wiskunde gesels word. Die Bala Wande-woordeboek sal jou help om meer as een taal te gebruik om wiskundeterme te verduidelik, indien nodig.

Talle Suid-Afrikaanse wiskunde-onderwysers maak reeds van kode- of taalwisseling gebruik om hul leerders te help om wiskundebegrippe en -terme te verstaan. Taalwisseling stel die onderwysers en leerders in staat om al hul taalvaardighede in te span om te leer in plaas daarvan om tot slegs een taal beperk te wees. Hierdie praktyk word internasionaal beoefen en staan ook as 'translanguaging' bekend.

In die Grondslagfase gaan die onderrig van wiskunde en die onderrig van taal hand aan hand. Die Bala Wande-program is sodanig beplan dat dit jou met hierdie onderrig bystaan.

The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

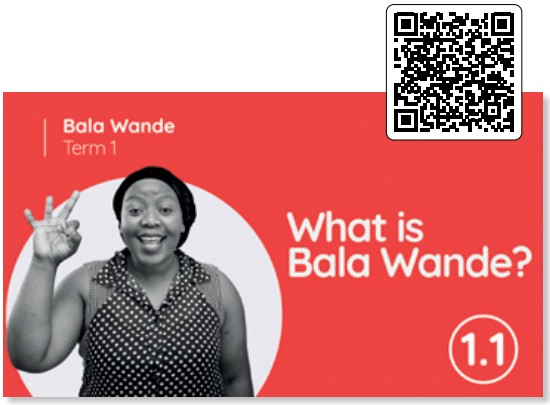
The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher's Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 2!

We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

Habit 1: We look for ourselves. What do I see? What must I do?
Habit 2: We draw pictures. What can I draw to help me solve the problem?
Habit 3: We talk out loud about maths.



Our biggest goal this year is to encourage learners to start to talk out loud about maths. Aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible.

Keep an eye out for learners who are struggling with things such as basic number concept. If there are learners who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

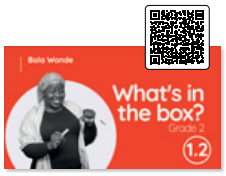
Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally and is also called 'translanguaging'.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

2. Bala Wande-leerder-en-onderwyser-ondersteuningsmateriaal

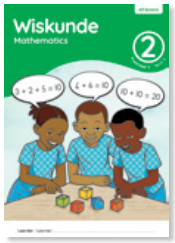
Bala Wande-onderwysersgids

- 'n oorsig van die begrippe wat elke week onderrig moet word
- die hoofrekene wat vir elke dag beplan is (dag 1–4)
- kernkonsep-onderrigaktiwiteite wat deur plakkate en manipuleerbare items uit die boks ondersteun word (dag 1–4)
- kopieë van bladsye uit die Bala Wande-leerderaktiwiteitsboek vir die dag (wat agtereenvolgend in die Onderwysersgids opgeneem is), met oplossings en notas aan onderwysers
- assessering vir leer (dag 5 vir week 2–8)
- vaslegging (dag 5 vir week 1–10)



Bala Wande-leerderaktiwiteitsboek

- daaglikse aktiwiteite wat met die lesaktiwiteite ooreenstem
- daaglikse aktiwiteite waaraan die leerders selfstandig of in groepe kan werk
- speletjies wat met die lesaktiwiteite verband hou



Tweetalige woordeboek

- 'n tweetalige woordeboek wat wiskundeterme met verduidelikings en voorbeelde vir die Grondslagfase bevat

Video's

- lesvideo's waarin klaskameropnames van onderwysers, wat van die beplande lesse implementeer, vertoon word
- opleidingsvideo's waarin klaskameropnames, tesame met animasies, wat goeie metodologieë vir die onderrig van wiskunde in die Grondslagfase beklemtoon en voorhou, voorsien word

Plakkate

- 'n kalender
- 'n tienraam-klasregister
- plakkate wat met die lesplanne verband hou

Manipuleerbare items vir onderwysers en leerders

'n verskeidenheid manipuleerbare items vir onderwysers en leerders om in die klaskamer te gebruik

Assesseringshulpmiddels

- 'n assesseringskwartaalplan
- mondelinge en praktiese aktiwiteite met rubrieke/ kontrolelyste (2 per kwartaal)
- take en aktiwiteite vir beplande assessering op dag 5 van elke week (week 2–8: sien die agterblaaie van hierdie gids)
- SR-kodeskakel na puntestaattemplate

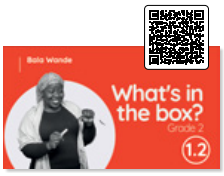
Gebruik hierdie SR-kode om die puntestaat vir die assesseringsaktiwiteite af te laai:

Funda Wande-puntestaat

2. Bala Wande learner and teacher support materials

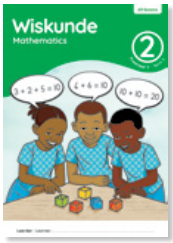
Bala Wande Teacher's Guide

- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher's Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–8)
- consolidation (Day 5, Weeks 1–10)



Bala Wande Learner Activity Book

- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities



Bilingual dictionary

- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples

Videos

- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations which highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase

Posters

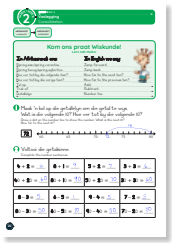
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

Manipulatives for the teacher and learners

- a variety of manipulatives for teachers and learners to use in the classroom

Tools for assessment

- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for Day 5 of each week (Weeks 2–8: see back pages of this guide)
- QR code link to mark sheet templates



Gebruik hierdie SR-kode om die puntestaat vir die assesseringsaktiwiteite af te laai:

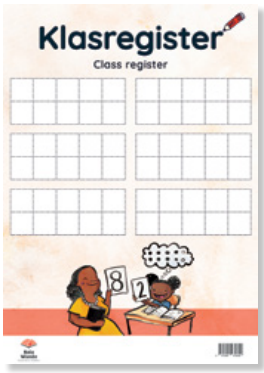
Funda Wande-puntestaat

Kontrolelys • Checklist

Plakkate • Posters

Kalender
Calendar

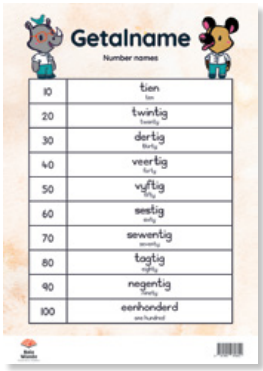
Register
Register



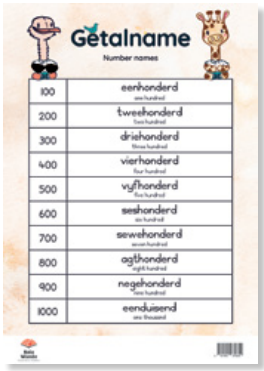
100-blok
100 square

Getalname 0-19
Number names 0-19

Getalname 10-100
Number names 10-100



Getalname 100-1000
Number names 100-1000

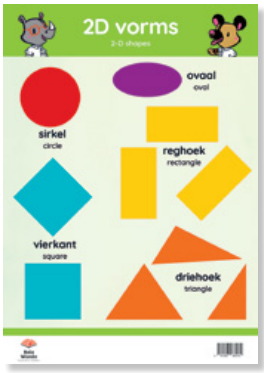


Dae van die week
Days of the week

Maande van die jaar
Months of the year

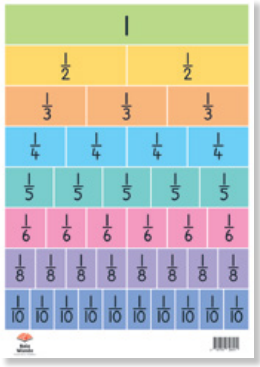
Speelgeld
Money

2D vorms
2-D shapes



3D voorwerpe
3-D objects

Breukemure
Fraction walls

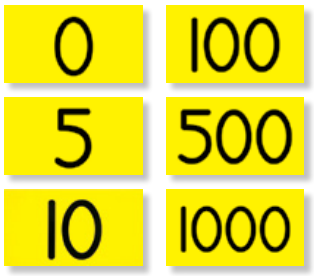


Getallelyn 0–20 (leeg)
Number line 0–20 (blank)

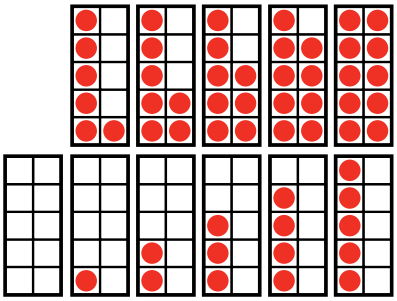
Getallelyn 0–20
Number line 0–20

Manipuleerbare voorwerpe vir onderwyser en leerder • Teacher and learner manipulatives

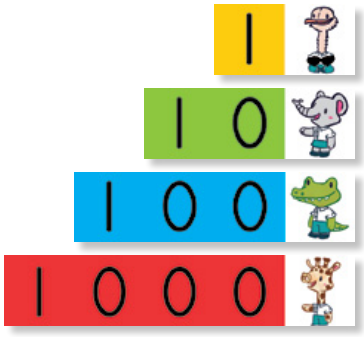
Getalkaarte 0-1000 (onderwyser)
Number cards 0-1000 (teacher)
Getalkaarte 0-20 (leerder)
Number cards 0-20 (learner)



Kolkaarte 0–10 (demonstrasiegrootte)
Dot cards 0-10 (demo size)

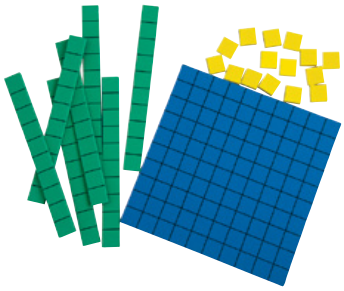


Spreikaarte 0-1000 (onderwyser en leerder)
Flard cards 0-1000 (teacher and learner)

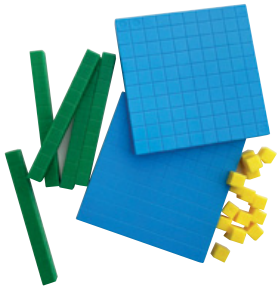


Multifix-blokkies (onderwyser en leerder)
Multifix blocks (teacher and learner)

Basis tien-blokkies – 100'e, 10'e, 1'e (demonstrasie, magneties)
Base ten blocks – 100s, 10s, 1s (demo, magnetic)

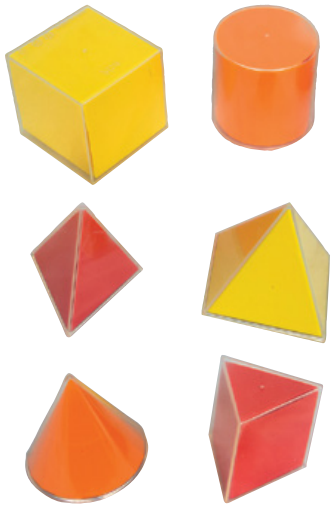


Basis tien-blokkies – 100'e, 10'e, 1'e (leerdersgrootte)
Base ten blocks – 100s, 10s, 1s (learner size)

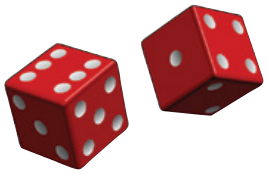


Klein 24-uur-horlosie (onderwyser en leerder)
24-hour small clock (teacher and learner)

3D vormnette (onderwyser, demonstrasiegrootte)
3-D shape nets (teacher demo)



2 dobbelstene per leerder
2 dice per learner



1 maatband (om te deel)
1 tape measure (to share)

3. Hoe om die Bala Wande-wiskundeprogram te gebruik

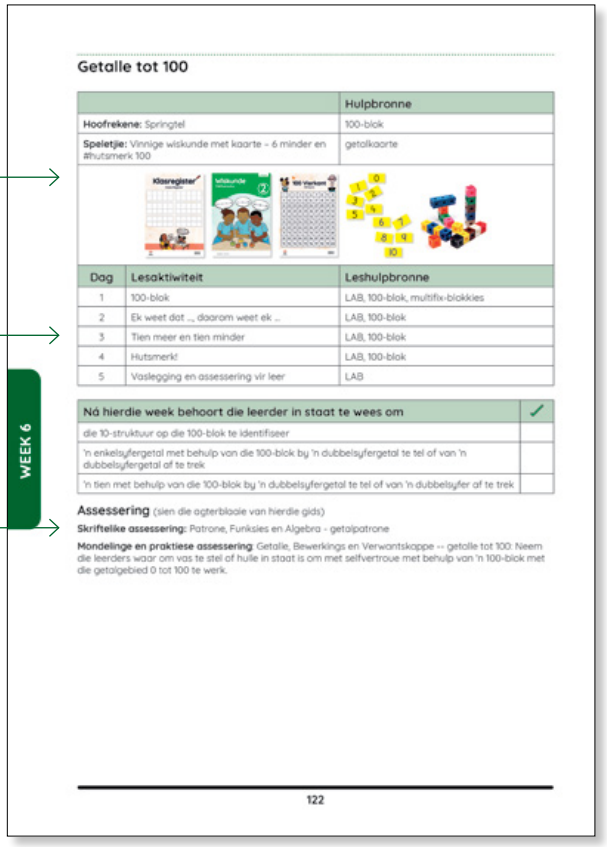
Berei vir elke week voor

Maak gebruik van die oorsig op die eerste bladsy om vir die week voor te berei.

'n Bondige oorsig van die hoofrekene en lesaktiwiteite vir die week asook die hulpbronne wat jy byderhand moet hou

'n Lys doelwitte vir die week wat jy kan gebruik om te kontroleer of jou klas steeds op koers is

'n Beskrywing van die assesseringsaktiwiteit wat op dag 5 van die week gedoen word



Getalle tot 100

	Hulpbronne
Hoofrekene: Springtel	100-blok
Speletjie: Vinnige wiskunde met kaarte – 6 minder en #hutsmerk 100	getalkaarte

Dag	Lesaktiwiteit	Leshulpbronne
1	100-blok	LAB, 100-blok, multifix-blokkies
2	Ek weet dat ..., daarom weet ek ...	LAB, 100-blok
3	Tien meer en tien minder	LAB, 100-blok
4	Hutsmerk!	LAB, 100-blok
5	Vaslegging en assessering vir leer	LAB

WEEK 6

Nà hierdie week behoort die leerder in staat te wees om	✓
die 10-struktuur op die 100-blok te identifiseer	
'n enkelsyfergetal met behulp van die 100-blok by 'n dubbelsyfergetal te tel of van 'n dubbelsyfergetal af te trek	
'n tien met behulp van die 100-blok by 'n dubbelsyfergetal te tel of van 'n dubbelsyfer af te trek	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Patrone, Funksies en Algebra - getalpatrone

Mondelinge en praktiese assessering: Getalle, Bewerkings en Verwantskappe -- getalle tot 100: Neem die leerders waar om vas te stel of hulle in staat is om met selfvertroue met behulp van 'n 100-blok met die getalgebied 0 tot 100 te werk.

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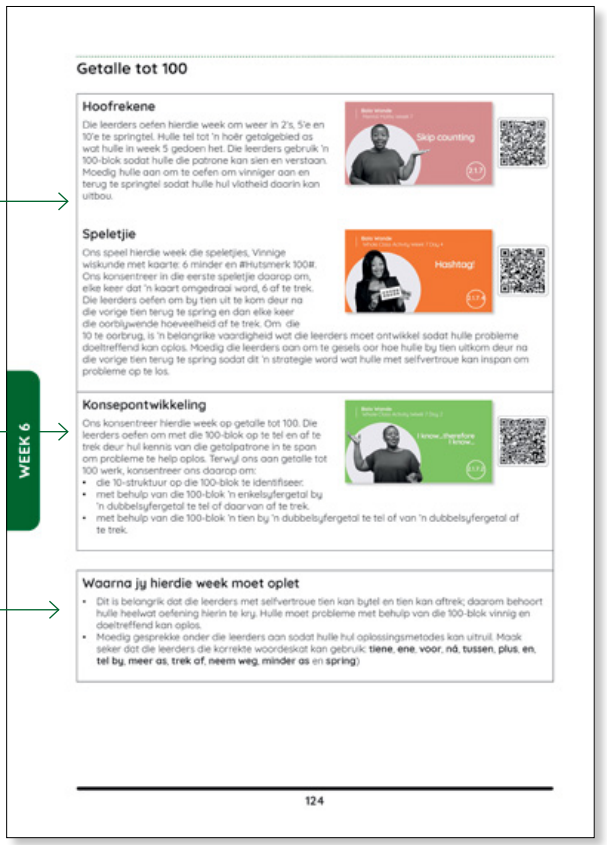
Daar is meer besonderhede oor die week se aktiwiteite op die tweede bladsy.

'n Beskrywing van die hoofrekene en speletjie vir die week. As daar 'n video bestaan wat hierdie aktiwiteite ondersteun, word die SR-kodes ('QR codes') voorsien.

'n Beskrywing van die sleutelbegrippe wat jy gedurende die week moet onderrig. Notas oor die woordeskat wat hierdie week beklemtoon moet word. As daar 'n video bestaan wat hierdie sleutelbegrippe ondersteun, word die SR-kode ('QR code') voorsien

'n Lys kwessies waarop die onderwysers bedag moet wees, soos foute wat die leerders dikwels begaan, belangrike idees om te beklemtoon, en sleutelwoordeskat vir die week



Getalle tot 100

Hoofrekene

Die leerders oefen hierdie week om weer in 2's, 5's en 10's te springtel. Hulle tel tot 'n hoër getalgebied as wat hulle in week 5 gedoen het. Die leerders gebruik 'n 100-blok sodat hulle die patrone kan sien en verstaan. Moedig hulle aan om te oefen om vinniger aan en terug te springtel sodat hulle hul vlotheid daarin kan uitbou.

Speletjie

Ons speel hierdie week die speletjies, Vinnige wiskunde met kaarte: 6 minder en #Hutsmerk 100#. Ons konsentreer in die eerste speletjie daarop om, elke keer dat 'n kaart omgedraai word, 6 af te trek. Die leerders oefen om by tien uit te kom deur na die vorige tien terug te spring en dan elke keer die oorblywende hoeveelheid af te trek. Om die 10 te oorbrug, is 'n belangrike vaardigheid wat die leerders moet ontwikkel sodat hulle probleme doeltreffend kan oplos. Moedig die leerders aan om te gesels oor hoe hulle by tien uitkom deur na die vorige tien terug te spring sodat dit 'n strategie word wat hulle met selfvertroue kan inspan om probleme op te los.

WEEK 6

Konsepontwikkeling

Ons konsentreer hierdie week op getalle tot 100. Die leerders oefen om met die 100-blok op te tel en af te trek deur hul kennis van die getalpatrone in te span om probleme te help oplos. Terwyl ons aan getalle tot 100 werk, konsentreer ons daarop om:

- die 10-struktuur op die 100-blok te identifiseer.
- met behulp van die 100-blok 'n enkelsyfergetal by 'n dubbelsyfergetal te tel of daarvan af te trek.
- met behulp van die 100-blok 'n tien by 'n dubbelsyfergetal te tel of van 'n dubbelsyfergetal af te trek.

Waarna jy hierdie week moet oplet

- Dit is belangrik dat die leerders met selfvertroue tien kan bytel en tien kan aftrek; daarom behoort hulle heelwat oefening hierin te kry. Hulle moet probleme met behulp van die 100-blok vinnig en doeltreffend kan oplos.
- Moedig gesprekke onder die leerders aan sodat hulle hul oplossingsmetodes kan uitruil. Maak seker dat die leerders die korrekte woordeskat kan gebruik: **tiene, ene, voor, nà, tussen, plus, en, tel by, meer as, trek af, neem weg, minder as** en **spring**)

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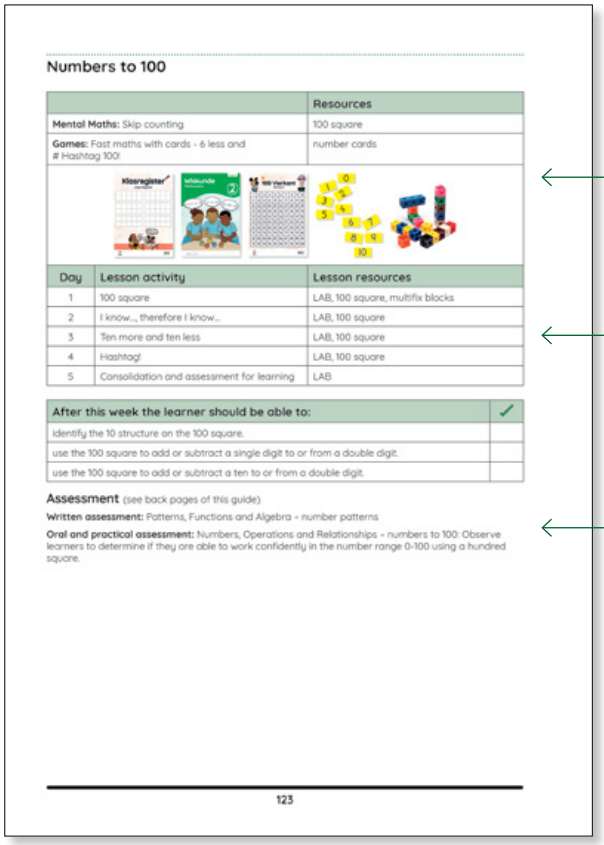
3. Using the Bala Wande mathematics programme

Prepare for each week



Numbers to 100

	Resources
Mental Maths: Skip counting	100 square
Games: Fast maths with cards - 6 less and # Hashtag 100!	number cards

Day	Lesson activity	Lesson resources
1	100 square	LAB, 100 square, multifix blocks
2	I know..., therefore I know...	LAB, 100 square
3	Ten more and ten less	LAB, 100 square
4	Hashtag!	LAB, 100 square
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify the 10 structure on the 100 square.	
use the 100 square to add or subtract a single digit to or from a double digit.	
use the 100 square to add or subtract a ten to or from a double digit.	

Assessment (see back pages of this guide)

Written assessment: Patterns, Functions and Algebra – number patterns

Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square.

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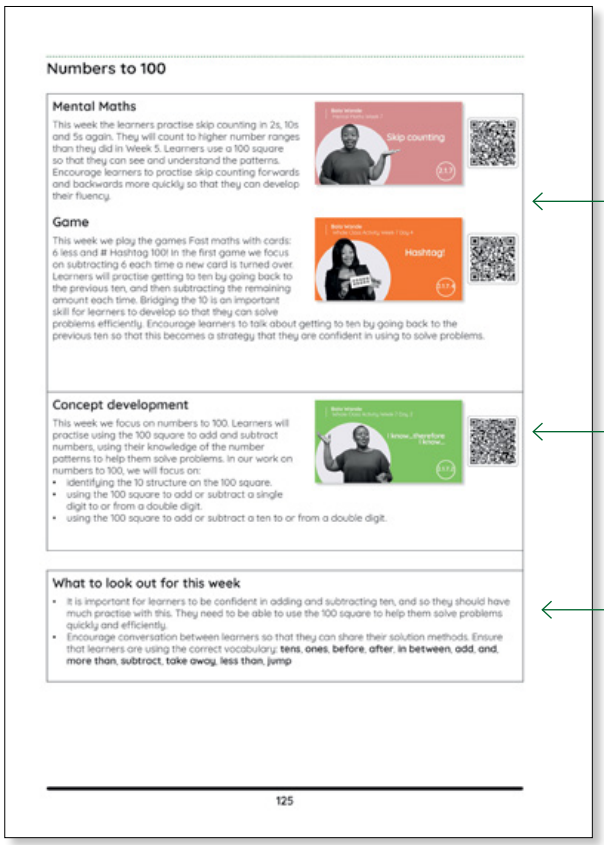
Use the overview on the first page to prepare for the week.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need

A list of aims for the week that can be used to check whether your class is on track

A description of the assessment activity which is done on Day 5 of the week



Numbers to 100

Mental Maths

This week the learners practise skip counting in 2s, 10s and 5s again. They will count to higher number ranges than they did in Week 5. Learners use a 100 square so that they can see and understand the patterns. Encourage learners to practise skip counting forwards and backwards more quickly so that they can develop their fluency.

Game

This week we play the games Fast maths with cards: 6 less and # Hashtag 100! In the first game we focus on subtracting 6 each time a new card is turned over. Learners will practise getting to ten by going back to the previous ten, and then subtracting the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage learners to talk about getting to ten by going back to the previous ten so that this becomes a strategy that they are confident in using to solve problems.

Concept development

This week we focus on numbers to 100. Learners will practise using the 100 square to add and subtract numbers, using their knowledge of the number patterns to help them solve problems. In our work on numbers to 100, we will focus on:

- identifying the 10 structure on the 100 square.
- using the 100 square to add or subtract a single digit to or from a double digit.
- using the 100 square to add or subtract a ten to or from a double digit.

What to look out for this week

- It is important for learners to be confident in adding and subtracting ten, and so they should have much practise with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **tens, ones, before, after, in between, add, and, more than, subtract, take away, less than, jump**

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The second page provides more details about the week's activities.

A description of the Mental Maths and game for the week. If there is a video that supports these activities, the QR codes are provided

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts, the QR codes are provided

A list of things teachers must watch out for, such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week

Wat die onderwyser moet doen om vir elke week voor te berei

- Lees die Onderwysersgids en berei vir die week asook vir elke les voor. (Kyk na die video's as dit relevant is.)
- Nadat jy die les gegee het, moet jy besin oor hoe dit gegaan het. Maak aantekeninge oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.
- Jy moet gedurende week 2 tot 8 vir die assesseringsaktiwiteit van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar 'n mondelinge en praktiese assessering plaasvind, moet beplan hoe jy elke leerder se vordering in die loop van die week met behulp van die rubriek kan aanteken.

Elke dag

Gebruik die register om die leerders in die klas te tel

Die Bala Wande-program het 'n spesiale klasregisterplakkaat ontwerp. Elke leerder moet hulself elke dag afmerk deur 'n kol of hul voorletters op die register in te vul. Maak seker dat die leerders die tienrame opeenvolgend op die register invul.

Aan die begin van die wiskundeklas tel jy die aantal leerders wat aanwesig is, byvoorbeeld: "Tien; twintig; dertig; veertig; vier. Vier en veertig leerders is vandag teenwoordig."

Hierdie aktiwiteit, wat daagliks herhaal word, versterk die idee dat die groepering en telling in tiene doeltreffend is en voorkom dat die leerders in ene tel.

Bespreek vandag se datum met die leerders deur die kalender te gebruik

Gebruik die kalender om elke dag die jaar, maand, dag en datum saam met die klas te identifiseer. Merk die datum op die muurkalender af. Neem kennis van enige verjaarsdae. Dit maak op elke dag van die jaar deel van die onderrig van tyd uit.

Verrykingsaktiwiteite

Daar word elke dag, van dag 1 tot 4, verrykingsaktiwiteite voorsien. Skryf hierdie aktiwiteite aan die einde van 'n les op die bord neer vir die leerders wat die klaswerk-aktiwiteite vinniger voltooi.


WEEK 6 • DAY 1

100 square

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Brei die patroon uit.
Extend the pattern.

Dag 2 Day 2

Hoeveel meer is:
How much more is:

6 as/than 4?
7 as/than 3?
5 as/than 2?
6 as/than 2?
8 as/than 6?
9 as/than 7?
7 as/than 4?
6 as/than 1?
5 as/than 3?
3 as/than 2?

Dag 3 Day 3

Vul >; < of = in.
Fill in >; < or =.

74 ___ 98
35 ___ 18
62 ___ 62
59 ___ 95
41 ___ 42
86 ___ 46
24 ___ 41
13 ___ 3
78 ___ 62
71 ___ 71

Dag 4 Day 4

Hoeveel meer het ek nodig?
How much more do I need?

14 + ___ = 17
7 + ___ = 9
5 + ___ = 8
8 + ___ = 14
10 + ___ = 13
18 + ___ = 19
6 + ___ = 8
7 + ___ = 15
3 + ___ = 8
2 + ___ = 9

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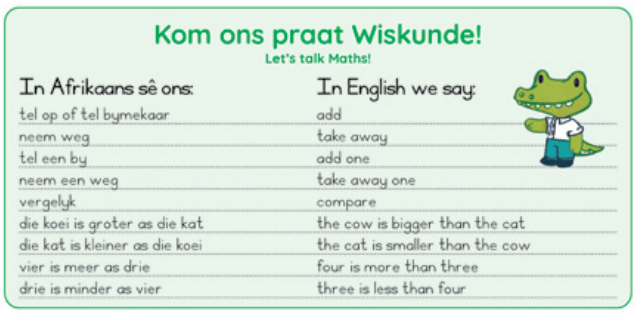
Kom ons praat wiskunde

'n Spesiale kenmerk van die graad 2-LAB is dat daar elke week op dag 5 'n taalkomponent aan die les verbonde is. Dit gee jou geleentheid om wiskunde in Engels en in Afrikaans te praat en sleutelfrases en -woorde wat tydens die week geleer is, te hersien.



Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:	In English we say:
tel op of tel bymekaar	add
neem weg	take away
tel een by	add one
neem een weg	take away one
vergelyk	compare
die koei is groter as die kat	the cow is bigger than the cat
die kat is kleiner as die koei	the cat is smaller than the cow
vier is meer as drie	four is more than three
drie is minder as vier	three is less than four

What teachers need to do to prepare for each week

- Read the guide and prepare for the week and for each lesson. (Watch the videos if relevant.)
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
- In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner's progress using the rubric or checklist over the course of the week

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, "Ten, twenty, thirty, forty, four. Forty-four learners are present today."

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.

Enrichment activities

There are enrichment activities provided for Days 1-4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.

Let's talk Maths!

A special feature of the Grade 2 LAB is that on Day 5 every week, there is a language component to the lesson. This gives you an opportunity to speak maths in English and Afrikaans and revise key phrases and words learned over the week.

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
tel op of tel bymekaar	add
neem weg	take away
tel een by	add one
neem een weg	take away one
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die kat is kleiner as die koei	the cat is smaller than the cow
vier is meer as drie	four is more than three
drie is minder as vier	three is less than four

Gebruik die vloeidiagram om die opeenvolging van aktiwiteite vir die dag te beskou

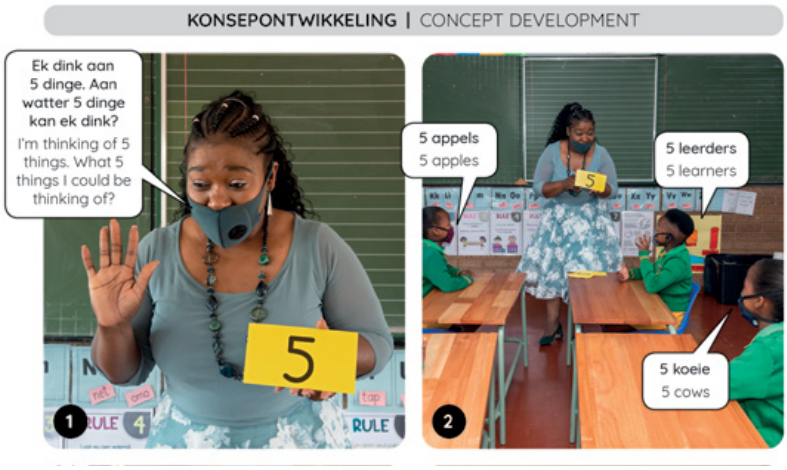
Daar word met die aanvang van elke dag 'n vloeidiagram voorsien waarop die opeenvolging van aktiwiteite vir die dag opgesom word.

Doen die hoofrekene-aktiwiteit (15 minute)

Hoofrekene is 'n belangrike komponent van elke les. Ons gebruik die hoofrekene-aktiwiteite om te verseker dat die leerders gemaklik met die basiese feite omgaan. Daar is video's waarin getoon word hoe die hoofrekene-aktiwiteite in die klaskamer gedoen word, en 'n beskrywing van die hoofrekene-aktiwiteite word in die oorsig vir die week gegee. Aan die begin van elke week is daar opeenvolgende foto's wat die hoofrekene-aktiwiteit wat elke dag van die week gedoen moet word, illustreer.

Doen die konsepontwikkelingsaktiwiteit (30 minute)

Konsepontwikkeling vind plaas wanneer die leerders as 'n klas saamwerk om die sleutelwiskundebegrip van die dag te bespreek voordat hulle in kleiner groepe verdeel word of individueel begin werk. Daar bestaan enkele video's waarop die konsepontwikkelingsaktiwiteite in aksie in die klaskamer vertoon word, en daar word 'n beskrywing van die aktiwiteite in die oorsig vir die week gegee. Daar is daagliks opeenvolgende foto's wat die konsepontwikkelingsaktiwiteite in die Onderwysersgids demonstreer.



Speel die speletjie (15 minute)

Speletjies help die leerders om vaardighede outomaties aan te leer en dit te geniet terwyl hulle dit doen. Ons span weekliks speletjies in om belangrike basiese begrippe en vaardighede wat die leerders moet ken, te onderrig en vas te lê.

Die speletjies kom in tekenprentformaat in die LAB voor. Die stappe waarvolgens die speletjie gespeel moet word, word voorsien asook 'n illustrasie om die leerders te help om die stappe te volg.

Use the flow diagram to see the sequence of activities for the day

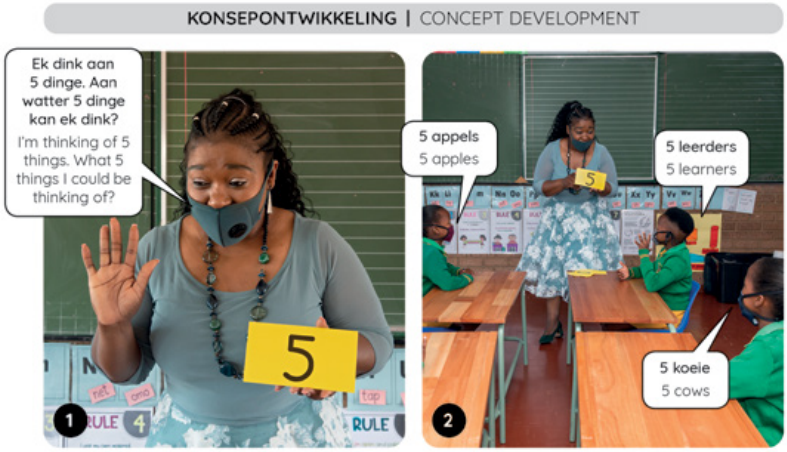
At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.

Do the Concept Development (30 minutes)

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher's Guide, there is a daily photographic sequence to demonstrate the concept development activities.



Play the game (15 minutes)

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.

Die Bala Wande-leerderaktiwiteitsboek is in die Onderwysersgids opgeneem

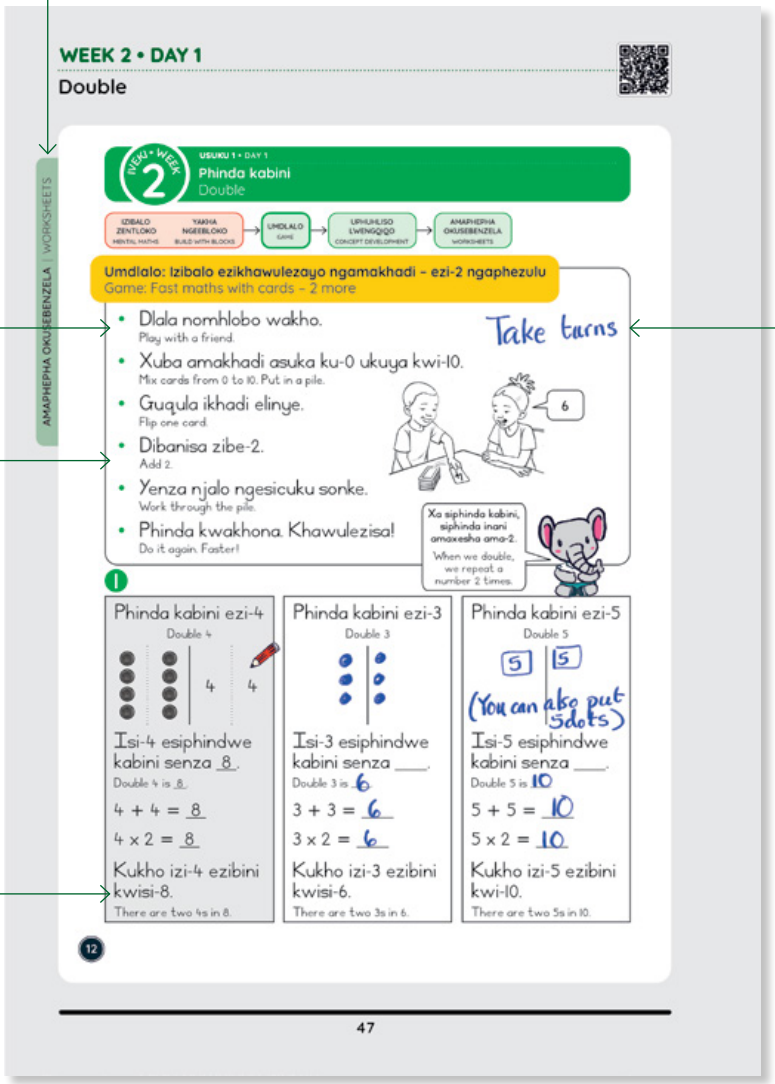
Die groen merker dui aan dat dit 'n werkkaart is.

Oplossings word voorsien om die onderwyser te ondersteun. Op sommige bladsye is daar kort opmerkings (in Engels) vir bykomende leiding geskryf.

Al die instruksies en inligting word in Afrikaans gegee, met die Engelse vertaling daar onder.

Die aktiwiteite lyk presies soos die leerders dit in hul boeke sal sien. Hier word byvoorbeeld 'n tekenprent gegee van 'n speletjie wat die leerders kan speel. Wanneer 'n nuwe speletjie aan die leerders bekendgestel word, is dit die beste om die speletjie eers aan die hele klas te demonstreer voordat die leerders dit in pare of groepe speel.

Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en rooi potlood aangedui).



Wat jy moet doen om voorbereiding vir elke week te doen

- Lees die Onderwysersgids en doen jou voorbereiding vir elke les en vir die week.
- Kyk na die video's. Hierdie video's wys opnames wat in werklike klaskamers gemaak is, waarin die lesaktiwiteite op die proef gestel word en die onderwysers wat dit onderrig, insigte en raad gee.

Nadat jy die les gegee het, moet jy besin oor hoe dit verloop het. Maak notas oor jou idees rakende wat jy anders sou doen indien jy die les weer moes aanbied.

Jy moet gedurende week 2 tot 8 vir die assesseringsaktiwiteit van die week voorberei. Dit is in die besonder belangrik dat jy, tydens die weke waarin daar mondelinge en praktiese assessering plaasvind, moet beplan hoe jy elke leerder se progressie in die loop van die week met behulp van die rubriek of kontrolelys kan rekordeer.

The Bala Wande Learner Activity Book pages are embedded in the Teacher's Guide

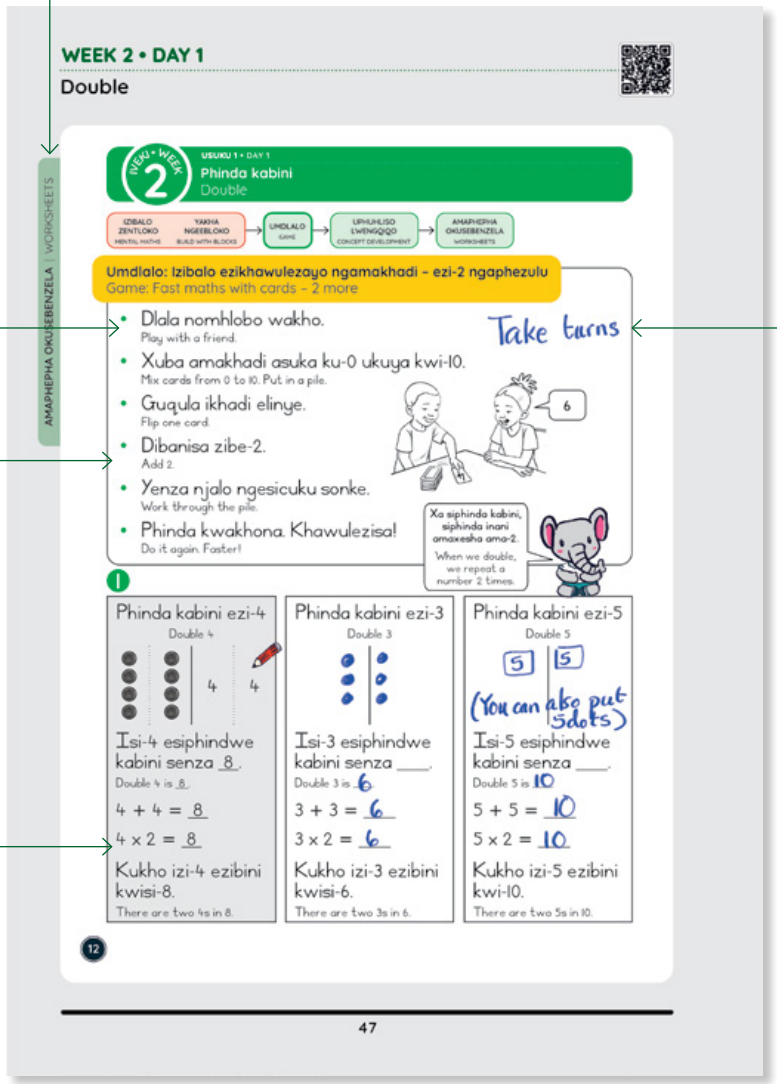
The green tag indicates that this is a worksheet.

Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

All instructions and information are given in Afrikaans with an English translation below.

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners, it is best to demonstrate the game to the whole class before letting them play in pairs or groups.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).



To prepare for each week, you need to:

- read the Teacher's Guide and prepare for the week and for each lesson.
- watch the videos – which show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.

After you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.

In Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

4. Weeklikse rooster

GRAAD 2 (Minimum HT)					
	Maandag	**Dinsdag**	**Woensdag**	**Donderdag**	**Vrydag**
WISKUNDE* **85 min x 4 dae + 55 min x 1 dag / 96 min x 5 dae vir die inhaalrooster**					
AANVANGSKENNIS EN PSW					
15 min	Mondeling (HT) (Lees hardop)	Mondeling (PSW) *Oplettende ek* *(Laat les weg vir die inhaalrooster)*	Mondeling (PSW) *Ek dink ek voel …* *(Laat les weg vir die inhaalrooster)*	Mondeling (PSW) Liedjie/gedig *(Laat les weg vir die inhaalrooster)*	Mondeling (HT) (*Vind uit*: Bespreking)
15 min	AK (Teksgebaseerde les)	AK (Aktiwiteit)	AK (*Vind uit*)	PSW (Aktiwiteit)	AK-aktiwiteit (*Vind uit*: Skryf) *(Laat les weg vir die inhaalrooster en vervang deur ekstra aktiwiteit vir GBL)*
LEES EN SKRYF					
15 min	Klanke (Nuwe letter-klank)	Klanke (Aktiwiteit)	Klanke (Klankfamilies)	Klanke (Aktiwiteit)	Klanke (Diktee/ Spoedlees woorde)
15 min	Lees (Gedeelde)	Lees (Maak sinne)	Lees (In pare en onafhanklik)	Lees	
15 min	Skryf (Nuus)	Gedeelde Skryf	Onafhanklike Skryf	Redigeer/ Begriplees	Onafhanklike Skryf
10 min	Inleiding tot Handskrif en Onafhanklike Werk-aktiwiteite				
30 min	GBL / Onafhanklike Werk-aktiwiteite	GBL / Onafhanklike Werk-aktiwiteite	GBL / Onafhanklike Werk-aktiwiteite	GBL / Onafhanklike Werk-aktiwiteite	GBL / Onafhanklike Werk-aktiwiteite
10 min	Aktiwiteite van E-klaskamer	Aktiwiteite van E-klaskamer	Aktiwiteite van E-klaskamer	Aktiwiteite van E-klaskamer	Aktiwiteite van E-klaskamer
15 min					Sien na en gee terugvoering
25 min	EAT*	EAT*	EAT*	EAT*	EAT*
LEWENSVAARDIGHEID					
30 min	Visuele Kunste	Visuele Kunste *(Vir die inhaalrooster: vervang met ekstra aktiwiteit vir GBL en Onafhanklike Werk uit DBO-werkboeke)*	Uitvoerende Kunste	Uitvoerende Kunste *(Vir die inhaalrooster: vervang met ekstra aktiwiteit vir GBL en Onafhanklike Werk)*	
30 min	**Liggaams-opvoeding** (Inleiding) *(Vir die inhaalrooster: vervang deur ekstra aktiwiteit vir GBL en Onafhanklike Werk uit DBO-werkboeke)*	**Liggaams-opvoeding** (Aktiwiteitstasies)	**Liggaams-opvoeding** (Aktiwiteitstasies) *(Vir die inhaalrooster: vervang deur ekstra aktiwiteit vir GBL en Onafhanklike Werk uit DBO-werkboeke)*	**Liggaams-opvoeding** (Aktiwiteitstasies)	**Liggaams-opvoeding** (Aktiwiteitstasies) *(Vir die inhaalrooster: Vervang deur ekstra aktiwiteit vir GBL en Vind uit: Skryf)*

*Nie by hierdie lesplanne ingesluit nie

4. Weekly timetable

GRADE 2 (Minimum HL)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
MATHS* **85 min x 4 days + 55 min x 1 day / 96 mins x 5 days for Recovery Timetable**					
BEGINNING KNOWLEDGE & PSWB					
15 min	Oral (HL) (Read aloud)	Oral (PSWB) Mindfulness *(For recovery timetable: Omit lesson)*	Oral (PSWB) I think I feel *(For recovery timetable: Omit lesson)*	Oral (PSWB) Song/poem *(For recovery timetable: Omit lesson)*	Oral (HL) (Find out: Discussion)
15 min	BK (Text-based lesson)	BK (Activity)	BK (Find Out)	PSWB (Activity)	BK activity (Find out: Writing) *(For recovery timetable: Omit lesson and complete activity during extra GGR)*
READING AND WRITING					
15 min	Phonics (New letter sound)	Phonics (Activity)	Phonics (Letter families)	Phonics (Activity)	Phonics (Dictation/Timed Word Reading)
15 min	Reading (Shared)	Reading (Sentence making)	Reading (Paired and independent)	Reading	
15 min	Writing (News)	Shared Writing	Independent Writing	Editing / Comprehension	Independent Writing
10 min	Introduction to Handwriting and Independent Work activities				
30 min	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities
10 min	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom
15 min					Checking and Feedback
25 min	EFAL*	EFAL*	EFAL*	EFAL*	EFAL*
LIFE SKILLS					
30 min	Visual Arts	Visual Arts *(For recovery timetable: Replace with extra GGR & independent work from DBE)*	Performing Arts	Performing Arts *(For recovery timetable: Replace with extra GGR & independent work)*	
30 min	**Physical Education** (Introduction) *(For recovery timetable: Replace with extra GGR & Independent Work from DBE)*	**Physical Education** (Activity stations)	**Physical Education** (Activity stations) *(For recovery timetable: Replace with extra GGR & Independent Work from DBE)*	**Physical Education** (Activity stations)	**Physical Education** (Activity stations) *(For recovery timetable: Replace with extra GGR & Find out: Writing)*

*Not included in these lesson plans

5. Kwartaalplan

	Dag 1	Dag 2	Dag 3	Dag 4	Dag 5
Week 1 Loop al langs die getallelyn af	Kry die getal	Kry die getal	Hoe ver tot by die volgende tien?	10'e en 1'e	Vaslegging
Week 2 Optelling en aftrekking op die getallelyn	Kry die tien	Tel op 'n getallelyn op	Hoe ver tot by die vorige tien?	Trek op die getallelyn af	Assessering en vaslegging
Week 3 Datahantering	Datahantering	Datahantering	Stel data voor	Werk met tyddata	Assessering en vaslegging
Week 4 Optelling van 10'e en 1'e	Tel tiene op	Tel 10'e en 1'e op	Tel 10'e en 1'e op	Optellings-woord-probleme	Assessering en vaslegging
Week 5 Aftrekking van 10'e en 1'e	Trek tiene af	Trek 10'e en 1'e af	Trek 10'e en 1'e af	Aftrekkings-woord-probleme	Assessering en vaslegging
Week 6 Getalle tot 100	100-blok	Ek weet dat ..., daarom weet ek ...	Tien meer en tien minder	Hutsmerk!	Assessering en vaslegging
Week 7 Patrone	Sit die patroon voort	Geometriese patrone	Geometriese patrone	Geometriese patrone	Assessering en vaslegging
Week 8 Kom ons praat oor tyd	Die kalender	Dui die tyd aan – digitaal	Dui die tyd aan – analoog	Ure en halfure	Assessering en vaslegging
Week 9 Die vorming van gelyke groepe	Groepe van 2	Groepe van 5	Groepe van 10	Geldprobleme	Vaslegging
Week 10 Hersiening	Tel op tot 75	Trek af tot 75	Optellings- en aftrekkings-woord-probleme	Werk met geld	Werk met geld

Getalle, Bewerkings en Verwantskappe	Patrone, Funksies en Algebra	Ruimte en Vorm (Geometrie)	Meting	Datahantering

5. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Walking along the number line	Find the number	Find the number	How far to the next ten?	10s and 1s	Consolidation
Week 2 Adding and subtracting on the number line	Finding the ten	Adding on a number line	How far to the previous ten?	Subtracting on the number line	Assessment and consolidation
Week 3 Data handling	Data handling	Data handling	Representing data	Working with time data	Assessment and consolidation
Week 4 Adding 10s and 1s	Adding tens	Adding 10s and 1s	Adding 10s and 1s	Addition word problems	Assessment and consolidation
Week 5 Subtracting 10s and 1s	Subtracting tens	Subtracting 10s and 1s	Subtracting 10s and 1s	Subtraction word problems	Assessment and consolidation
Week 6 Numbers to 100	100 square	I know ..., therefore I know ...	Ten more and ten less	Hashtag!	Assessment and consolidation
Week 7 Patterns	Continue the pattern	Geometric patterns	Geometric patterns	Geometric patterns	Assessment and consolidation
Week 8 Let's talk about time	The calendar	Telling the time – digital	Telling the time – analogue	Hours and half hours	Assessment and consolidation
Week 9 Making equal groups	Groups of 2	Groups of 5	Groups of 10	Money problems	Consolidation
Week 10 Revision	Addition to 75	Subtraction to 75	Addition and subtraction word problems	Working with money	Working with money

Number, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape (Geometry)	Measurement	Data Handling

Loop al langs die getallelyn af

	Hulpbronne
Hoofrekene: Vergelyk getalle tot 75	100-blok
Speletjie: Hoe ver tot by die volgende 10?	geen

Dag	Lesaktiwiteit	Leshulpbronne
1	Kry die getal	LAB, leë getallelyn
2	Kry die getal	LAB, leë getallelyn
3	Hoe ver tot by die volgende tien?	LAB, leë getallelyn
4	10'e en 1'e	LAB, basis 10-blokkies (onderwyser en leerder)
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om	✓
'n getal op 'n getallelyn op grond van hul kennis van tiene te kry.	
die ooreenkomste tussen die optelling en aftrekking van ene en die optelling en aftrekking van tiene te herken.	

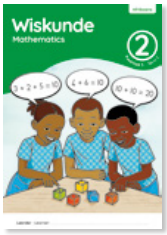
Assessering

Daar is hierdie week geen formele assessering nie.

Neem die leerders in jou klas daagliks waar en maak notas as deel van jou deurlopende informele assessering vir leer.

Walking along the number line

	Resources
Mental Maths: Compare numbers to 75	100 square
Game: How far to the next 10?	none




Day	Lesson activity	Lesson resources
1	Find the number	LAB, blank number line
2	Find the number	LAB, blank number line
3	How far to the next ten?	LAB, blank number line
4	10s and 1s	LAB, base 10 blocks (teacher and learner)
5	Consolidation	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a number line.	
recognise the similarities between adding and subtracting ones and adding and subtracting tens.	

Assessment

There is no formal assessment this week.

Observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Loop al langs die getallelyn af

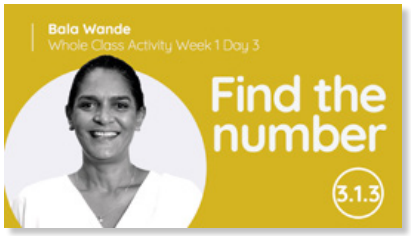
Hoofrekene

Ons konsentreer hierdie week in Hoofrekene op die begrippe van meer as en minder as. Die onderwyser wys na getalle op die 100-blok en gee geleenthede dat die leerders 1, 2, 3 of 4 meer of minder as die gegewe getal identifiseer. Deurdat die leerders die 100-blok gebruik, kan hulle oefen om getalle 1 tot 75 te identifiseer. Moedig die leerders aan om vinnige antwoorde te gee ten einde hul vermoë om getalfeite doeltreffend te herroep, uit te bou.

Speletjie

In die speletjie, Hoe ver tot by die volgende 10?, roep die leerders getalle uit en identifiseer die tiene wat daarop volg. Hulle werk ook uit hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders 'n goeie begrip van getalle moet ontwikkel en dat hulle in staat moet wees om tiene vinnig en doeltreffend te identifiseer.

Konsepontwikkeling



In die konsepontwikkeling-aktiwiteite kyk ons hierdie week na tiene op 'n getallelyn, en die leerders identifiseer hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders moet insien dat, as hulle ene kan optel en aftrek, hulle ook in staat sal wees om tiene op te tel en af te trek. Ons konsentreer daarop om:

- 'n getal op 'n getallelyn op grond van die leerders se kennis van tiene te kry.
- 'n getallelyn te gebruik om vas te stel watter grootte sprong nodig is om by die volgende tien uit te kom
- die ooreenkomste tussen die optelling en aftrekking van ene en die optelling en aftrekking van tiene te herken.

Waarna jy hierdie week moet oplet

- Help die leerders om in te sien dat hulle, as hulle ene kan optel en aftrek, ook in staat is om tiene op te tel en af te trek. Moedig hulle aan om patrone te identifiseer terwyl hulle wiskundeprobleme oplos aangesien dit hulle in staat sal stel om vinnig en doeltreffend te werk.
- Belangrike woordeskat: **meer as**, **minder as**, **tiene**, **die volgende tien**, **tel op/by**, **aftrek**

Walking along the number line

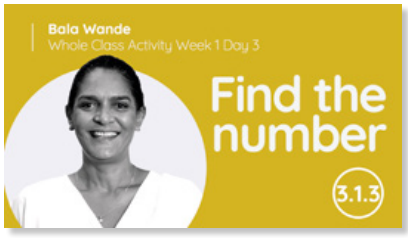
Mental Maths

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square, and provide opportunities for learners to identify 1, 2, 3 or 4 more or less than the given number. The use of the 100 square allows learners to practise identifying numbers 1 to 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game

In How far to the next 10, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Concept development



In the concept development activity this week, we look at tens on a number line, and learners will identify how far to the next ten. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. We will focus on:

- using their knowledge of tens to locate a number on a number line.
- using a number line to determine what size jump is needed to get to the next ten.
- recognising the similarities between adding and subtracting ones and adding and subtracting tens.

What to look out for this week

- Help learners to realise that if they are able to add or subtract ones, then they are also able to add or subtract tens. Encourage them to identify patterns in solving mathematical problems as this will enable them to work more quickly and efficiently.
- Important vocabulary**: more than**, **less than**, **tens**, **next ten**, **add**, **subtract**

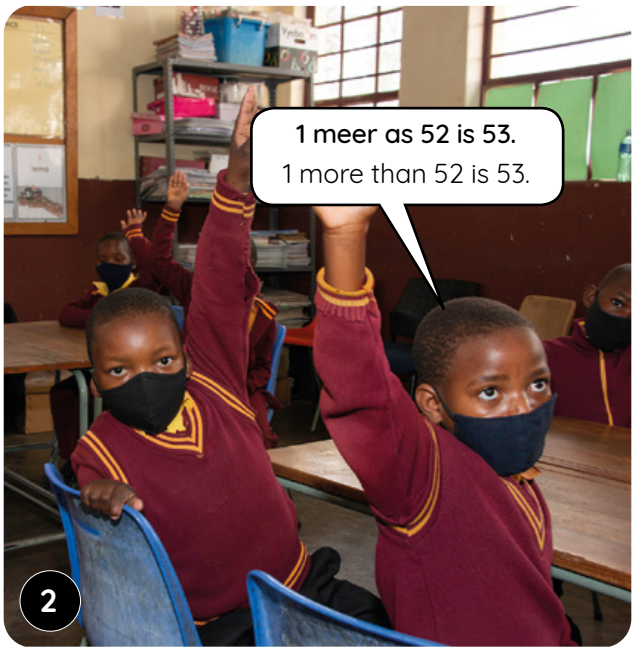
WEEK 1 • DAG 1

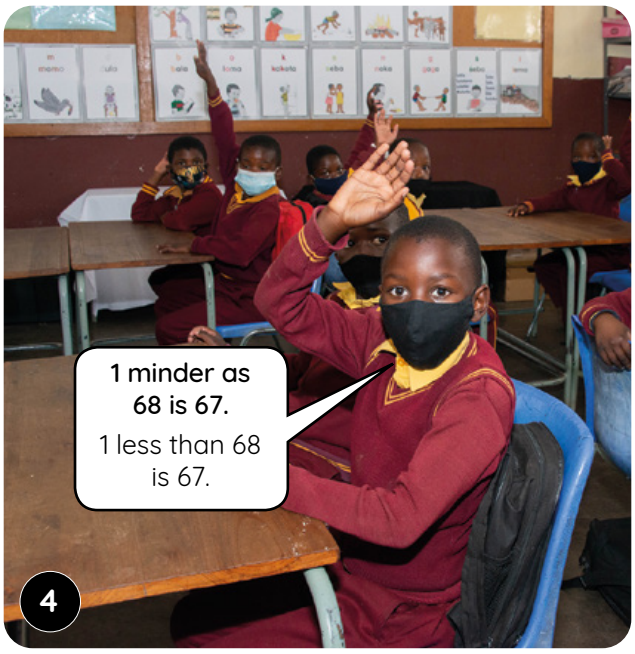
Kry die getal

HOOFREKENE MENTAL MATHS | 1 MEER/1 MINDER 1 MORE/1 LESS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Identifiseer getalle (tot by 75) op 'n 100-blok wat 1 meer en 1 minder as 'n gegewe getal is.
Identify numbers (up to 75) that are 1 more and 1 less than a given number using a 100 square.
Onthou om elke dag die datum na te gaan en die register af te merk.
Remember to check the date and mark the register every day.





Find the number

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Skryf een minder en een meer:
Write one less and one more:

___ 13 ___

___ 23 ___

___ 57 ___

___ 41 ___

___ 68 ___

___ 83 ___

___ 97 ___

___ 35 ___

___ 76 ___

___ 29 ___

Dag 2 Day 2

Vul >, < of = in:
Fill in >, < or =:

32 _____ 67

94 _____ 12

56 _____ 79

48 _____ 48

63 _____ 36

39 _____ 93

21 _____ 51

16 _____ 6

85 _____ 81

77 _____ 17

Dag 3 Day 3

Omkring die kleinste getal:
Circle the smallest number:

45 25 75 31 13 93

56 39 82 23 25 21

88 18 98

Omkring die grootste getal:
Circle the biggest number.

23 63 93 46 14 61

31 39 37 88 44 22

72 89 52

Dag 4 Day 4

Voltooi die patroon:
Complete the pattern:

41 42 43 ___ ___ ___

85 84 83 ___ ___ ___

60 65 70 ___ ___ ___

69 59 49 ___ ___ ___

11 21 31 ___ ___ ___

55 50 45 ___ ___ ___

93 94 95 ___ ___ ___

72 62 52 ___ ___ ___

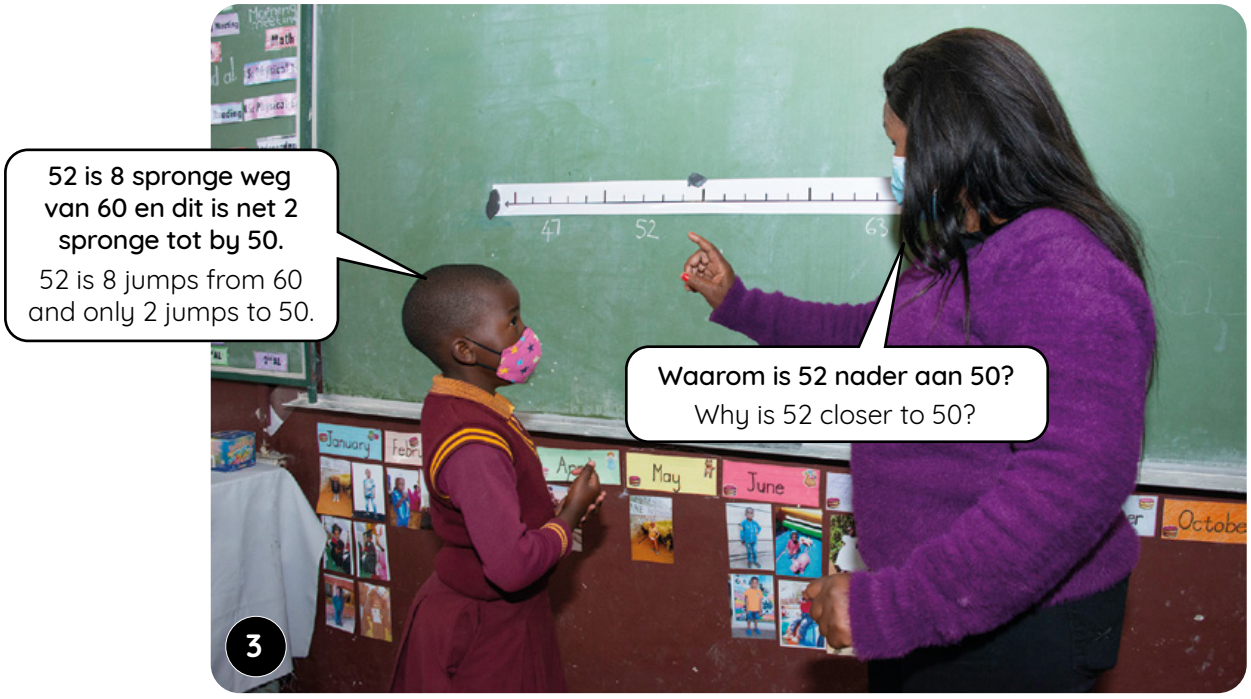
16 26 36 ___ ___ ___

95 90 85 ___ ___ ___

WEEK 1 • DAG 1

Kry die getal

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Herhaal hierdie stappe met verskillende getalle van 0 tot 75. Die leerders moet eers die gegewe getal identifiseer en oor die posisie daarvan op die getallelyn praat. Voor/ná watter getalle staan dit?

Repeat these steps using different numbers from 0 to 75. Learners should first identify the given number and talk about its position on the number line. It comes before/after what numbers?

Find the number

WEEK • WEEK 1

DAG 1 • DAY 1

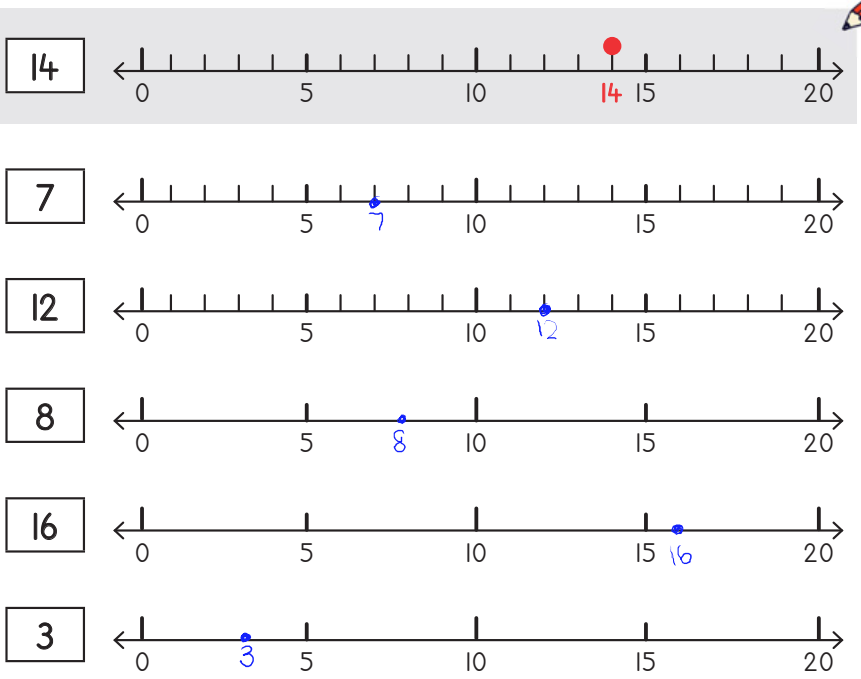
Kry die getal
Find the number

HOOFREKENE MENTAL MATHS | 1 MEER/1 MINDER 1 MORE/1 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Hoe ver tot by die volgende 10?
Game: How far to the next 10?

- Werk saam in pare.
  Work in pairs.
- Kies 'n getal.
  Choose a number.
- Wat is die volgende 10?
  What is the next 10?
- Hoe ver tot by die volgende 10?
  How far to the next 10?
- Doen dit weer!
  Do it again!

1 Maak 'n kol en skryf die getal op die getallelyn neer. Hoe kry jy die getal?
Draw a dot and write the number on the line. How do you find the number?



2

WEEK 1 • DAG 1

Kry die getal

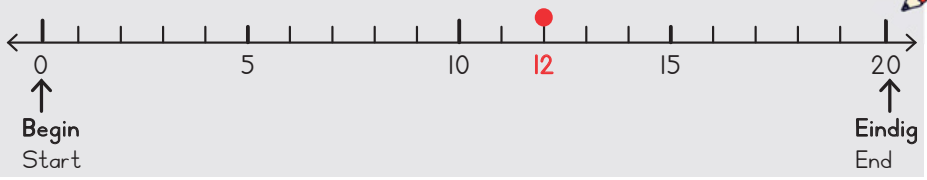
Verskillende getalle kan
op getallelyne gewys word.
By watter getal begin hierdie getallelyn?
By watter getal eindig hierdie getallelyn?

Number lines can show different numbers.
At what number does this number line start?
At what number does this number line end?

2 Maak 'n kol en skryf die getal op die getallelyn neer.

Draw a dot and write the number on the line.

12



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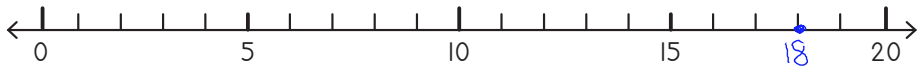

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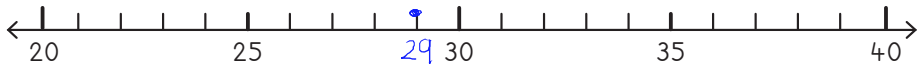

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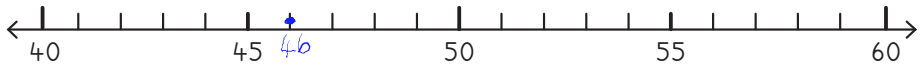

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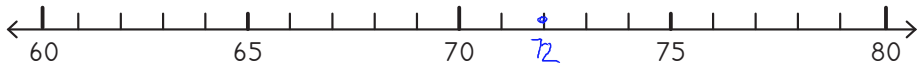

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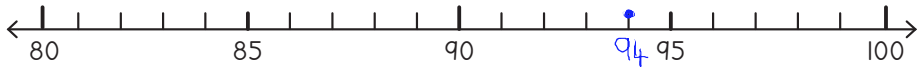


3 Voltooi die getalsinne.

Complete the number sentences.

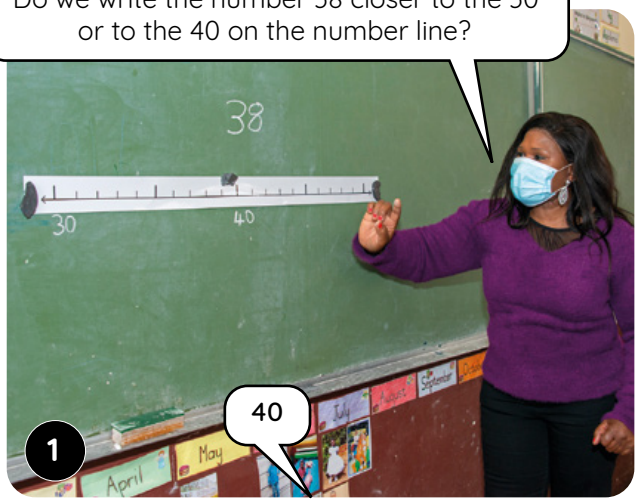
17 + 3 = 20	14 + 6 = 20	15 + 5 = 20	12 + 8 = 20
28 + 2 = 30	26 + 4 = 30	21 + 9 = 30	22 + 8 = 30

Find the number

HOOFREKENE MENTAL MATHS | 3 MEER/3 MINDER 3 MORE/1 LESS → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Skryf ons die getal 38 nader aan die 30 of nader aan die 40 op die getallelyn?
Do we write the number 38 closer to the 30 or to the 40 on the number line?



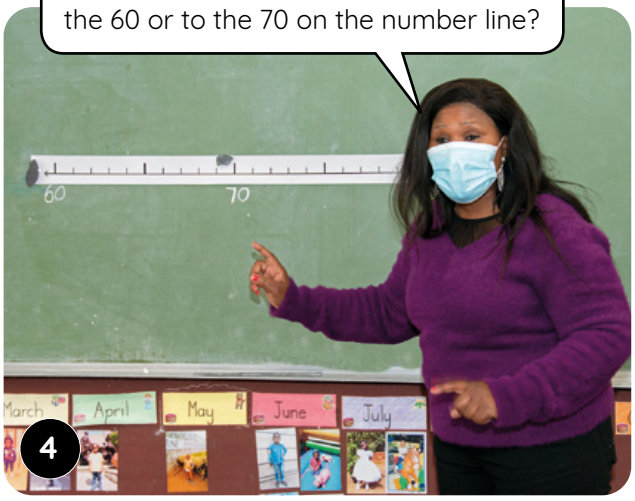
Waarom is 38 nader aan 40?
Why is 38 closer to 40?

Ons hoef net 2 by 38 by te tel om by 40 te kom.
We only need to add 2 to 38 to get to 40.

Wys ons.
Show us.

38 is 8 sprongе weg van 30 en dis net 2 sprongе tot by 40.
38 is 8 jumps from 30 and only 2 jumps to 40.

Moet ons die getal 63 nader aan die 60 of nader aan die 70 op die getallelyn skryf?
Would we write the number 63 closer to the 60 or to the 70 on the number line?



Gee veelvuldige geleenthede aan die leerders om getalle op die getallelyn te kry. Moedig hulle aan om te identifiseer watter tien die naaste aan die getalle op die getallelyn is voordat hulle die getal wys.

Provide multiple opportunities for learners to find numbers on the number line. Encourage them to identify which ten the numbers are closer to, before they show the number on the number line.

WEEK 1

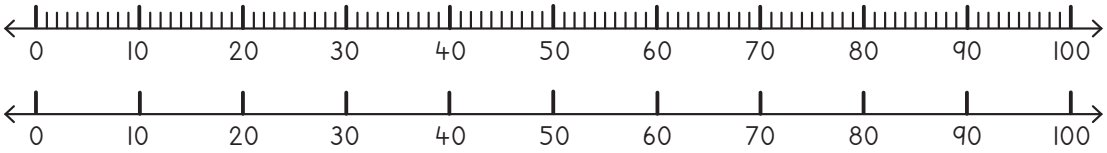
DAG 2 • DAY 2

Kry die getal
Find the number

HOOFREKENE MENTAL MATHS | 2 MEER/2 MINDER 2 MORE/2 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

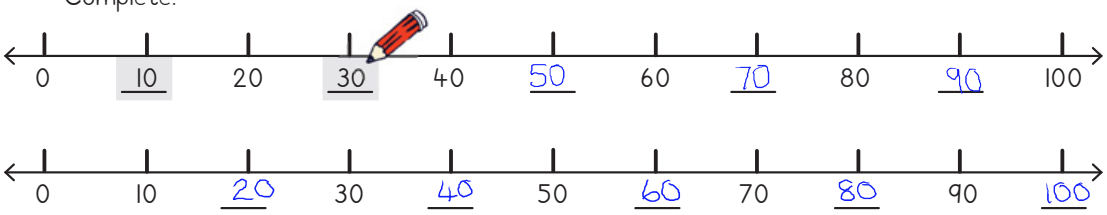
both show multiples of 10 starting at 0 and ending at 100
only the first number line shows marking for ones

Kyk na hierdie twee getallelyne. Wat is dieselfde? Wat lyk anders?
Look at these two number lines. What is the same? What is different?

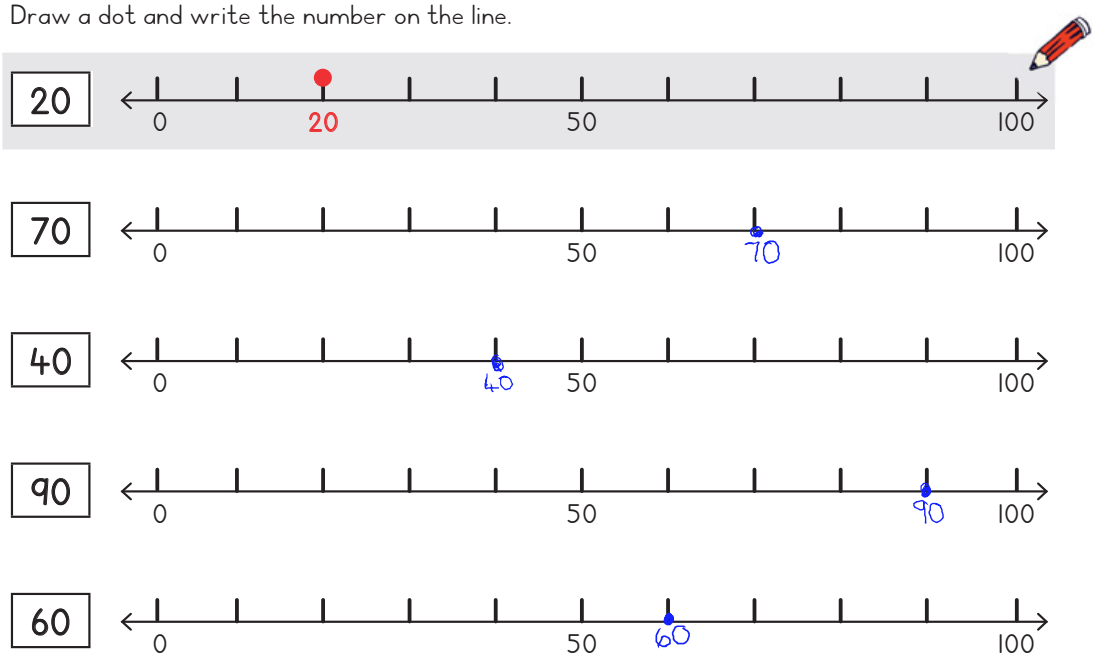


1 Voltooi.
Complete.

Let learners complete first number line from 0 and the second from 100.

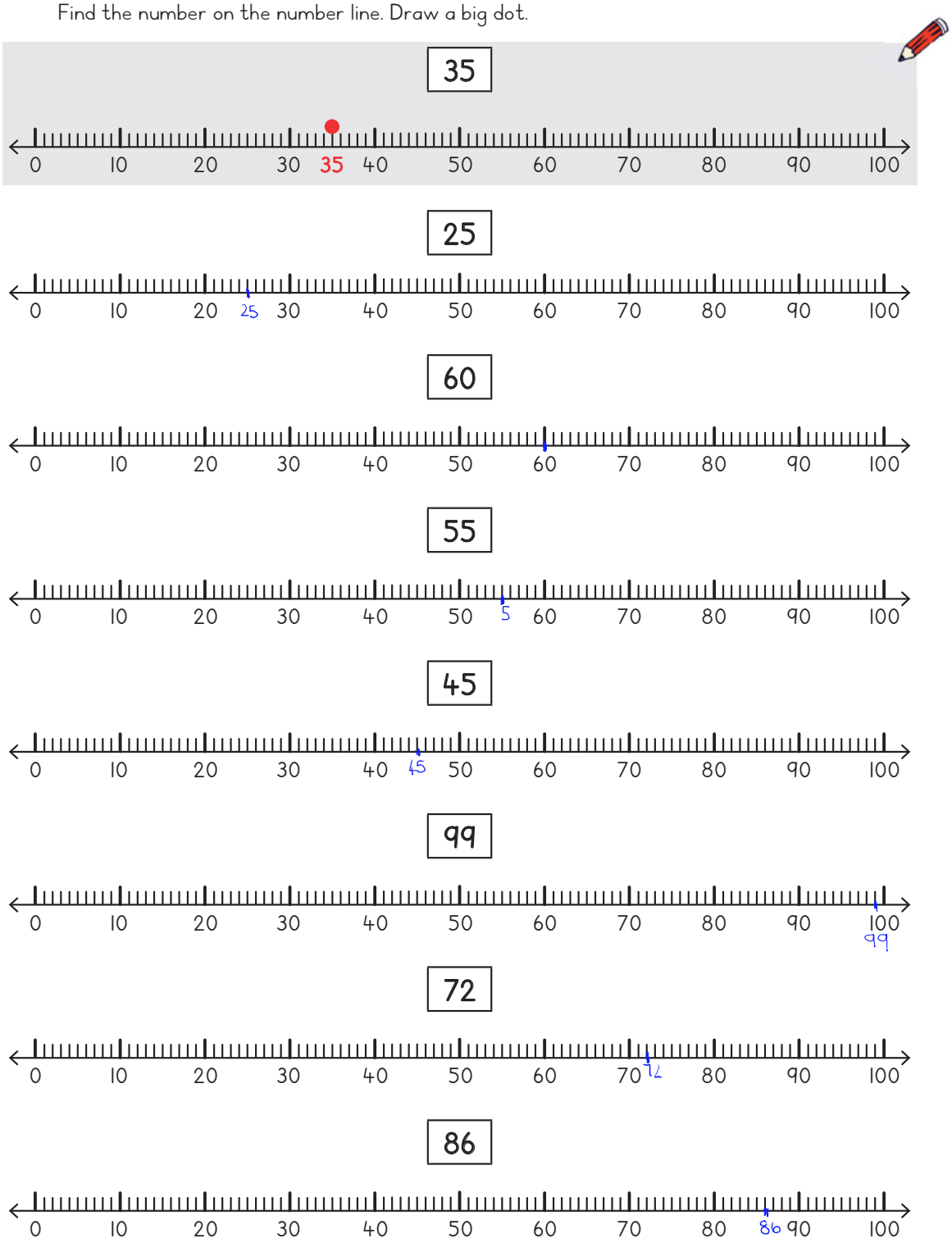


2 Maak 'n kol en skryf die getal op die getallelyn neer.
Draw a dot and write the number on the line.



Find the number

3 Kry die getal op die getallelyn. Maak 'n groot kol daarby.
Find the number on the number line. Draw a big dot.

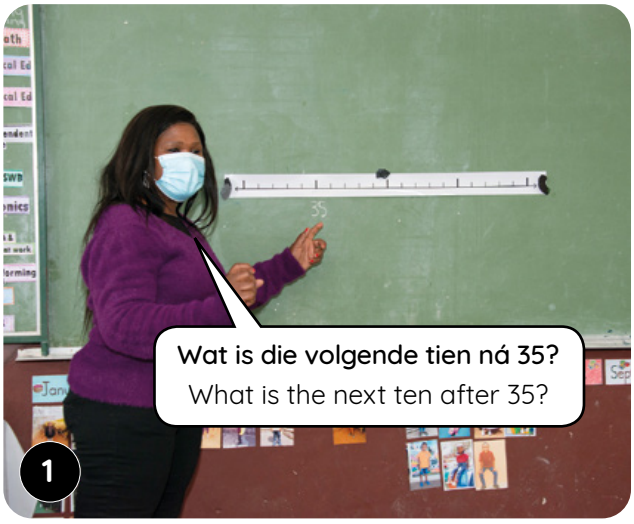


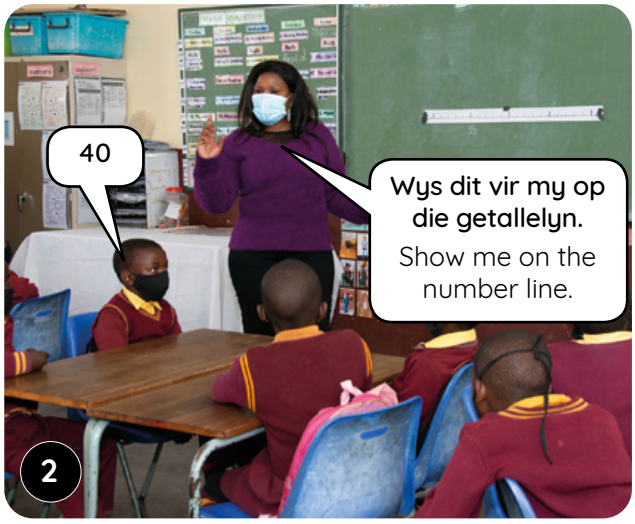
WEEK 1 • DAG 3

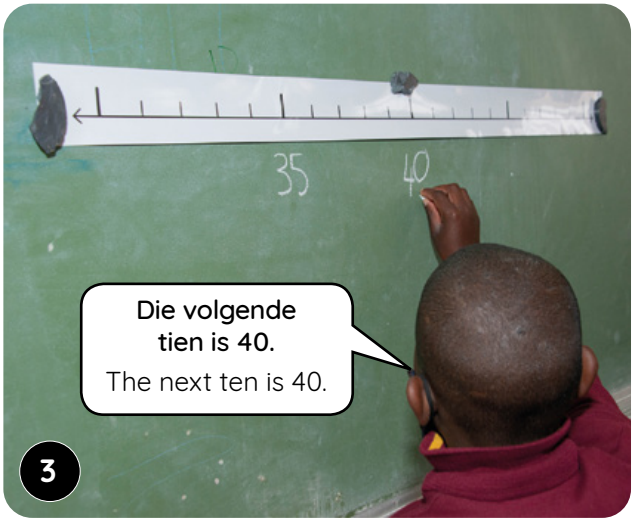
Hoe ver tot by die volgende tien?

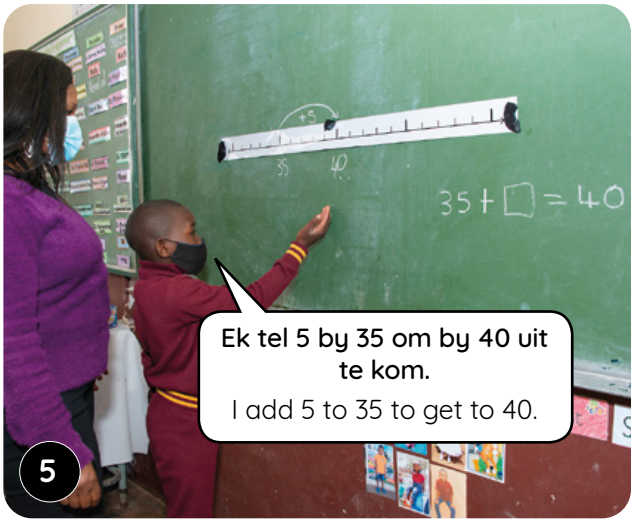
HOOFREKENE MENTAL MATHS | 2 MEER/2 MINDER 2 MORE/2 LESS → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Herhaal bogenoemde oefeninge met verskillende getalle van 0 tot 75 sodat die leerders veelvuldige geleenthede kry om te oefen om na die volgende 10 aan te spring. Moedig die leerders aan om groot sprongte te maak en nie net in ene te spring nie.

Repeat these using different numbers from 0 to 75, so that learners have multiple opportunities to practice jumping forward to the next 10. Encourage learners to make big jumps not just to jump in ones.

How far to the next 10?

WEEK • WEEK 1

DAG 3 • DAY 3

Hoe ver tot by die volgende tien?
How far to the next ten?

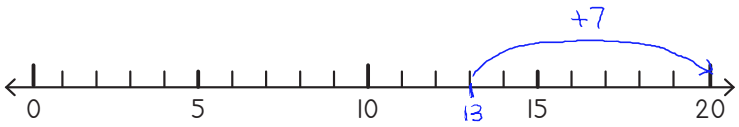
HOOFREKENE MENTAL MATHS | 3 MEER/3 MINDER 3 MORE/3 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Maak 'n kol en skryf die getal duidelik neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?
Draw a dot and label the number. What is the next 10? How far to the next 10?

4

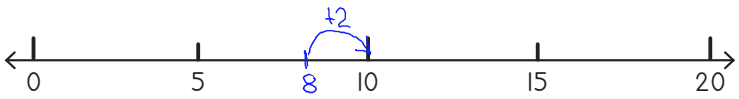
Die volgende 10 Next 10	10
Hoe ver? How far?	6

13



Die volgende 10 Next 10	20
Hoe ver? How far?	7

8



Die volgende 10 Next 10	10
Hoe ver? How far?	2

14

Die volgende 10 Next 10	20
Hoe ver? How far?	6

2 Voltooi die getalsinne.
Complete the number sentences.

16 + 4 = 20	12 + 8 = 20	11 + 9 = 20	14 + 6 = 20
15 + 5 = 20	13 + 7 = 20	17 + 3 = 20	19 + 1 = 20

WEEK 1 • DAG 3

Hoe ver tot by die volgende tien?

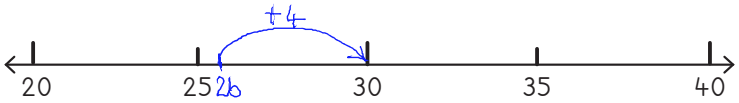
3 Maak 'n kol by die getal wat gewys word. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Draw a dot at the number. What is the next 10? How far to the next 10?

17

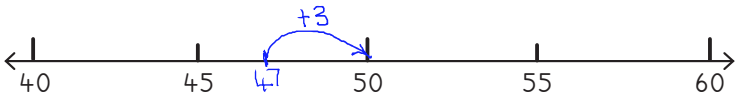
Die volgende 10 Next 10	20
Hoe ver? How far?	3

26



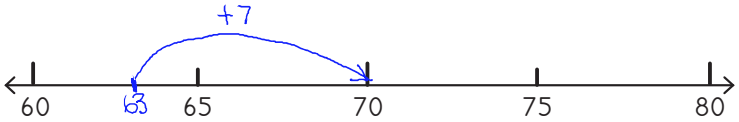
Die volgende 10 Next 10	30
Hoe ver? How far?	4

47



Die volgende 10 Next 10	50
Hoe ver? How far?	3

63



Die volgende 10 Next 10	70
Hoe ver? How far?	7

4 Voltooi die getalsinne.

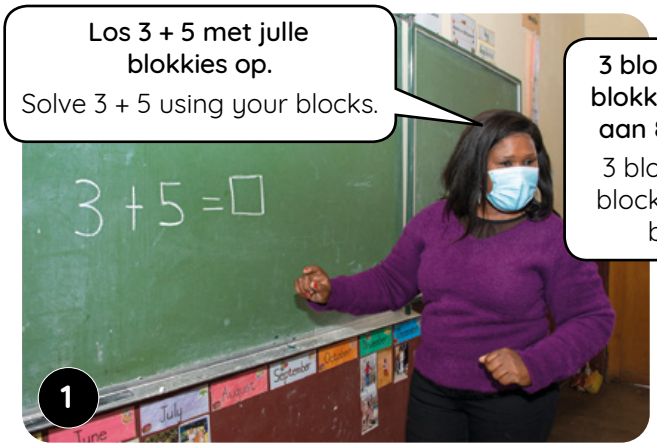
Complete the number sentences.

38 + 2 = 40	33 + 7 = 40	36 + 4 = 40	32 + 8 = 40
48 + 2 = 50	42 + 8 = 50	46 + 4 = 50	41 + 9 = 50

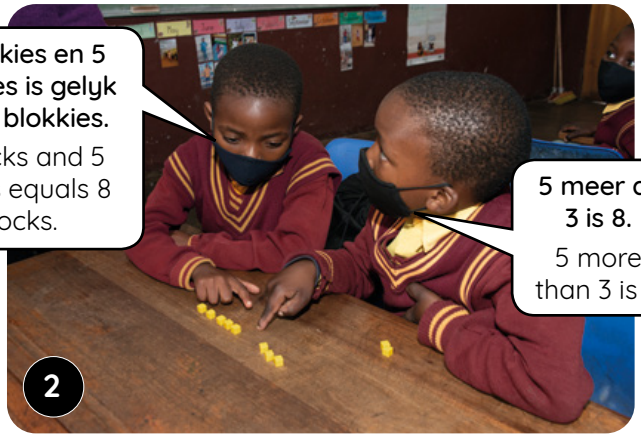
10s and 1s

HOOFREKENE MENTAL MATHS | 4 MEER/4 MINDER 4 MORE/4 LESS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

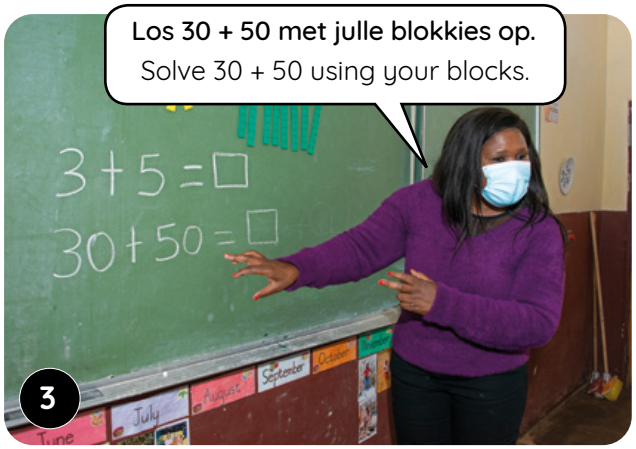


Los 3 + 5 met julle blokkies op.
Solve 3 + 5 using your blocks.

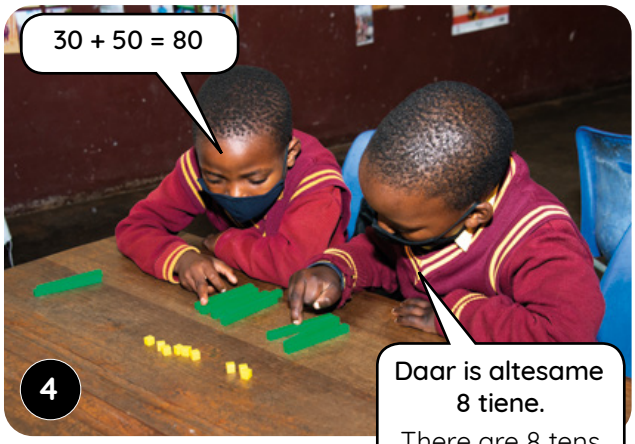


3 blokkies en 5 blokkies is gelyk aan 8 blokkies.
3 blocks and 5 blocks equals 8 blocks.

5 meer as 3 is 8.
5 more than 3 is 8.

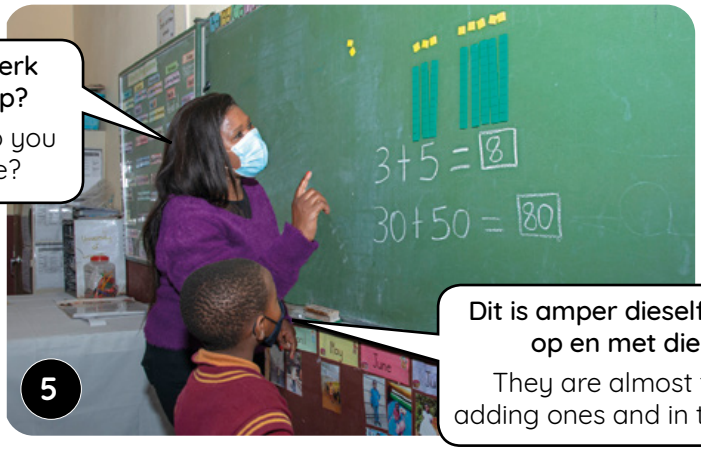


Los 30 + 50 met julle blokkies op.
Solve 30 + 50 using your blocks.



30 + 50 = 80

Daar is altesame 8 tiene.
There are 8 tens altogether.



Wat merk julle op?
What do you notice?

Dit is amper dieselfde! Met die eerste een tel ons ene op en met die tweede een tel ons tiene op.
They are almost the same! In the first one we are adding ones and in the second one we are adding tens.

Moedig die leerders aan om 'n verskeidenheid gepaarde optellings- en aftrekkingsprobleme met 1'e en 10'e met mekaar te vergelyk. Help hulle om in te sien dat, as hulle ene kan optel of aftrek, hulle dan ook tiene kan optel of aftrek.

Encourage learners to compare a variety of matched addition and subtraction problems with 1s and 10s. Help them to see that if they can add or subtract ones, then they can also add or subtract tens.

WEEK • WEEK 1

DAG 4 • DAY 4

10'e en 1'e
10s and 1s

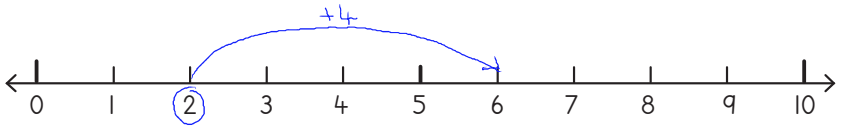
HOOFREKENE MENTAL MATHS | 4 MEER/4 MINDER 4 MORE/4 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Los met behulp van 'n getallelyn op.
Solve using the number line.

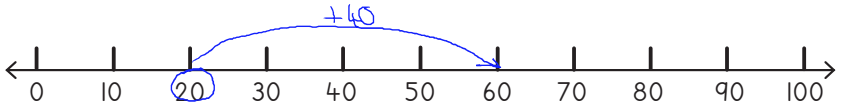
3 + 4 = 7

30 + 40 = 70

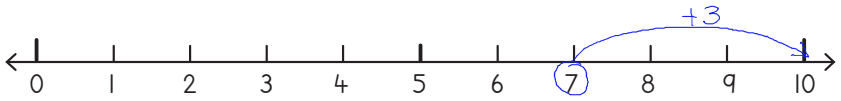
2 + 4 = 6



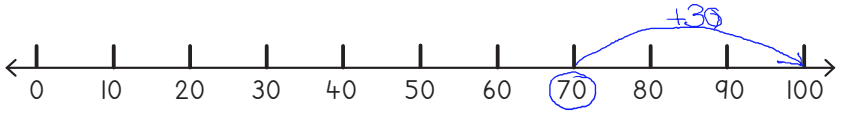
20 + 40 = 60



7 + 3 = 10



70 + 30 = 100



2

1 + 3 = 4	4 + 4 = 8	3 + 5 = 8	6 + 3 = 9
10 + 30 = 40	40 + 40 = 80	30 + 50 = 80	60 + 30 = 90

3 + 2 = 5	4 + 5 = 9	3 + 3 = 6	5 + 4 = 9
30 + 20 = 50	40 + 50 = 90	30 + 30 = 60	50 + 40 = 90

10s and 1s

3 Los op deur dit op die getallelyn te wys.
Solve by showing on the number line.

Kan jy sien? Ons kan ook in 1's en in 10's aftrek!
Can you see? We can also subtract in 1s and 10s!

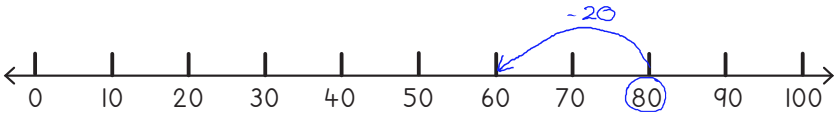
9 – 3 = 6

90 – 30 = 60

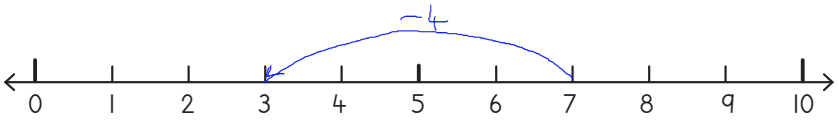
circle the first number

8 – 2 = 6

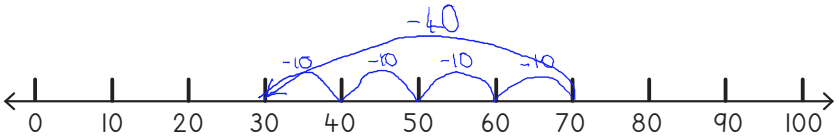
80 – 20 = 60



7 – 4 = 3



70 – 40 = 30



allow jumping back in 10 if learners need this step

4

6 – 2 = 4	9 – 3 = 6	8 – 4 = 4	7 – 4 = 3
60 – 20 = 40	90 – 30 = 60	80 – 40 = 40	70 – 40 = 30

10 – 5 = 5	9 – 5 = 4	4 – 2 = 2	8 – 5 = 3
100 – 50 = 50	90 – 50 = 40	40 – 20 = 20	80 – 50 = 30

WEEK • WEEK 1

DAG 5 • DAY 5

Vaslegging
Consolidation

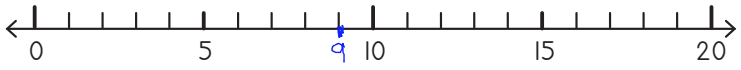
WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!

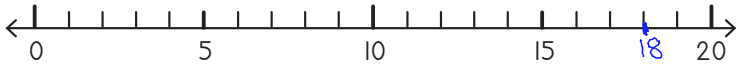
In Afrikaans sê ons:	In English we say:
Kry die getal.	Find the number.
Hoe ver tot by die volgende tien?	How far to the next ten?
Hoe ver tot by die vorige tien?	How far to the previous ten?
Ek weet dat 2 + 6 = 8, daarom weet ek dat 20 + 60 = 80.	I know that 2 + 6 = 8, therefore I know that 20 + 60 = 80.
Ek weet dat 9 – 5 = 4, daarom weet ek dat 90 – 50 = 40.	I know that 9 – 5 = 4, therefore I know that 90 – 50 = 40.

1 Maak 'n kol om die getal op die getallelyn te wys.
Draw a dot to show the number on the number line.

9



18



2 Voltooi die getalsinne.
Complete the number sentences.

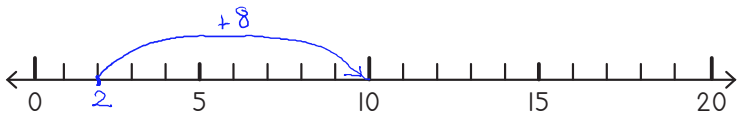
4 + 2 = 6	8 + 1 = 9	5 + 2 = 7	3 + 3 = 6
40 + 20 = 60	80 + 10 = 90	50 + 20 = 70	30 + 30 = 60

8 – 3 = 5	6 – 5 = 1	9 – 4 = 5	7 – 2 = 5
80 – 30 = 50	60 – 50 = 10	90 – 40 = 50	70 – 20 = 50

Consolidation

3 Maak 'n kol en skryf die getal neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?
Draw a dot and label the number. What is the next 10? How far to the next 10?

2

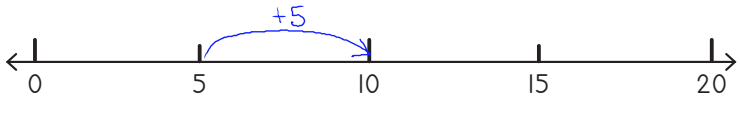


Die volgende 10 Next 10	10
Hoe ver? How far?	8

17

Die volgende 10 Next 10	20
Hoe ver? How far?	3

5



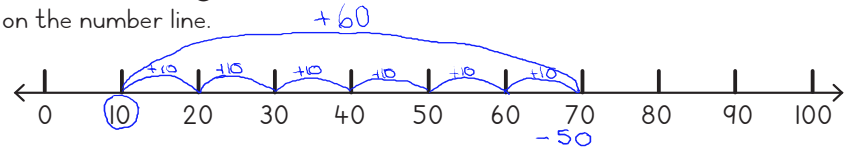
Die volgende 10 Next 10	10
Hoe ver? How far?	5

4 Kry die ontbrekende getalle.
Find the missing numbers.

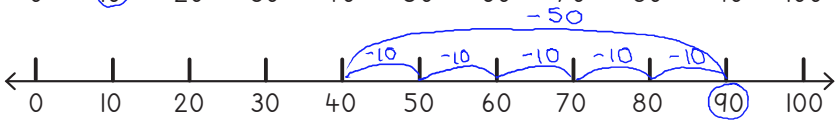
23 + 7 = 30	19 + 1 = 20	8 + 2 = 10	14 + 6 = 20
41 + 9 = 50	55 + 5 = 60	3 + 7 = 10	44 + 6 = 50

5 Los op deur dit op die getallelyn te wys.
Solve by showing on the number line.

10 + 60 = 70



90 – 50 = 40



Optelling en aftrekking op die getallelyn

	Hulpbronne
Hoofrekene: Orden getalle tot 75	geen
Speletjie: Voltooi die 10'e!	basis 10-blokkies

Dag	Lesaktiwiteit	Leshulpbronne
1	Kry die tien	LAB, 100-blok
2	Tel op 'n getallelyn op	LAB, leë getallelyn
3	Hoe ver tot by die vorige tien?	LAB, 100-blok
4	Trek op die getallelyn af	LAB, leë getallelyn
5	Vaslegging en assessering vir leer	LAB

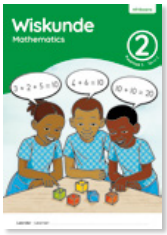
Ná hierdie week behoort die leerder in staat te wees om	✓
'n getal op grond van hul kennis van tiene op 'n 100-blok te kry.	
ene by tweesyfergetalle op 'n getallelyn by te tel sonder om die tien te oorbrug.	
ene van tweesyfergetalle op 'n getallelyn af te trek sonder om die tien te oorbrug.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – optellings- en aftrekkingsprobleme en getalsinne

Adding and subtracting on the number line

	Resources
Mental Maths: Ordering numbers to 75	none
Game: Complete the 10s!	base 10 blocks




Day	Lesson activity	Lesson resources
1	Finding the ten	LAB, 100 square
2	Adding on a number line	LAB, blank number line
3	How far to the previous ten?	LAB, 100 square
4	Subtracting on the number line	LAB, blank number line
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a 100 square.	
use a number line to add ones to two-digit numbers without bridging the ten.	
use a number line to subtract ones from two-digit numbers without bridging the ten.	

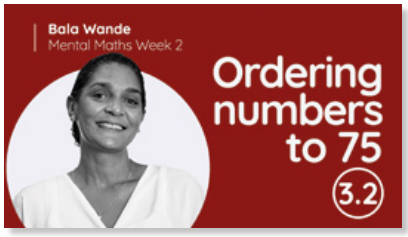
Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – addition and subtraction problems and number sentences

Optelling en aftrekking op die getallelyn

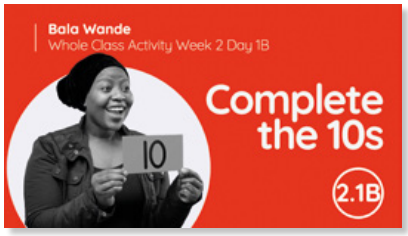
Hoofrekene

Ons konsentreer hierdie week daarop om getalle agtereenvolgend van die kleinste tot die grootste en van die grootste tot die kleinste te plaas. Die leerders moet die grootste en kleinste getalle kan identifiseer asook getalle in volgorde tot 75 kan rangskik.



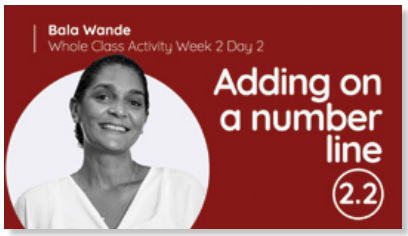
Speletjie

In die speletjie, Voltooi die 10'e, bou die leerders tiene met multifix-blokkies. Hulle bou torings van tien elk wanneer hulle los multifix-blokkies optel sodat hulle probleme vinnig en doeltreffend kan oplos wanneer hulle tiene oorbrug. Jy kan ook basis 10-blokkies gebruik wanneer julle die speletjie speel.



Konsepontwikkeling

Ons konsentreer hierdie week in die konsepontwikkeling-aktiwiteite op optelling en aftrekking. Die leerders kry getalle op hul 100-blok en dink oor dit wat hulle weet om die volgende en vorige 10 te kry. Daar word ook geleenthede aan hulle gegee om probleme op die getallelyn op te los terwyl hulle ene by tweesyfergetalle bytel of daarvan aftrek. Ons konsentreer daarop om:



- 'n getal op grond van die leerders se kennis van tiene op 'n 100-blok te kry.
- ene by tweesyfergetalle op 'n getallelyn by te tel deur die tien te oorbrug.
- ene van tweesyfergetalle op 'n getallelyn af te trek deur die tien te oorbrug.

Waarna jy hierdie week moet oplet

- Voordat die leerders ene doeltreffend by tweesyfergetalle kan bytel of daarvan kan aftrek, moet hulle eers die volgende of vorige tien op die getallelyn kry en dan enige oorblywende getalle bytel of aftrek.
- Belangrike woordeskat: **die kleinste**, **die grootste**, **tiene**, **die volgende tien**, **tel op**, **trek af**

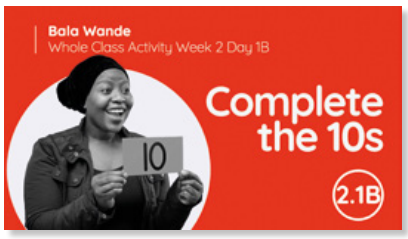
Adding and subtracting on the number line

Mental Maths

This week we focus on sequencing numbers from smallest to largest, and from largest to smallest. Learners need to be able to identify the larger and smaller numbers, and to arrange numbers in order up to 75.

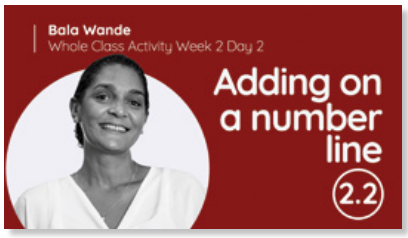
Game

In Complete the 10s!, learners will use multifix blocks to make tens. They will build towers of ten when adding loose multifix blocks so that they are able to solve problems quickly and efficiently when bridging tens. You could also use base 10 blocks when you play the game.



Concept development

In the concept development activity this week, we focus on addition and subtraction. Learners use a 100 square to locate numbers, thinking about what they know about finding the next and previous tens. Learners are also given opportunities to solve problems on the number line, as they add and subtract ones to two-digit numbers. We will focus on:



- using their knowledge of tens to locate a number on a 100 square.
- using a number line to add ones to two-digit numbers, bridging the ten.
- using a number line to subtract ones from two-digit numbers, bridging the ten.

What to look out for this week

- In order for learners to efficiently add and subtract ones to and from two digit numbers, they need to first find the next or previous ten on the number line, and then add or subtract any remaining amounts.
- Important vocabulary: **smallest**, **largest**, **tens**, **next ten**, **add**, **subtract**.

WEEK 2 • DAG 1

Kry die tien

HOOFREKENE MENTAL MATHS | GROOTSTE TOT KLEINSTE BIGGEST TO SMALLEST → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

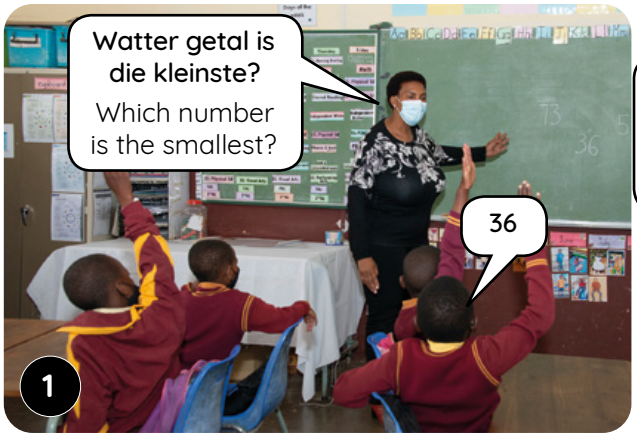
HOOFREKENE | MENTAL MATHS

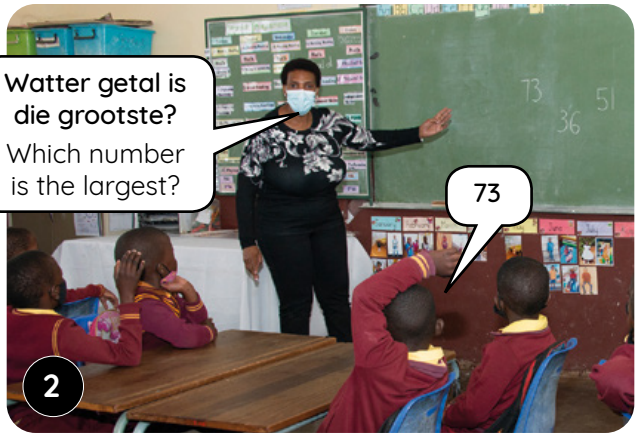
Oefen om getalle van die grootste tot die kleinste te orden.

Practise ordering numbers from largest to smallest.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.





Finding the ten

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Hoeveel meer om die antwoorde te kry?
How many **more** to get to?

12 + ___ = 30

19 + ___ = 40

25 + ___ = 50

6 + ___ = 20

17 + ___ = 30

21 + ___ = 40

33 + ___ = 50

16 + ___ = 30

17 + ___ = 40

8 + ___ = 20

Dag 2 Day 2

Los op:
Solve:

37 + 10 = _____

16 +20 = _____

43 + 30 = _____

41 + 20 = _____

25 + 50 = _____

14 + 30 = _____

52 + 10 = _____

65 + 20 = _____

46 + 10 = _____

27 + 40 = _____

Dag 3 Day 3

Trek af:
Subtract:

35 – 20 = _____

18 – 10 = _____

75 – 30 = _____

69 – 20 = _____

56 – 30 = _____

26 – 10 = _____

49 – 20 = _____

39 – 20 = _____

52 – 10 = _____

65 – 30 = _____

Dag 4 Day 4

Voltooi die patroon:
Complete the pattern:

51 52 53 ___ ___ ___

65 64 63 ___ ___ ___

25 30 35 ___ ___ ___

100 90 80 ___ ___ ___

13 23 33 ___ ___ ___

21 31 41 ___ ___ ___

84 85 86 ___ ___ ___

39 38 37 ___ ___ ___

57 67 77 ___ ___ ___

40 45 50 ___ ___ ___

Kry die tien

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Herhaal die stappe hier bo met verskillende getalle sodat die leerders veelvuldige geleenthede kry om te oefen om na die volgende 10 aan te spring.

Repeat the steps above using different numbers so that learners have multiple opportunities to practise jumping to the next 10.

WEEK • WEEK 2

DAG 1 • DAY 1

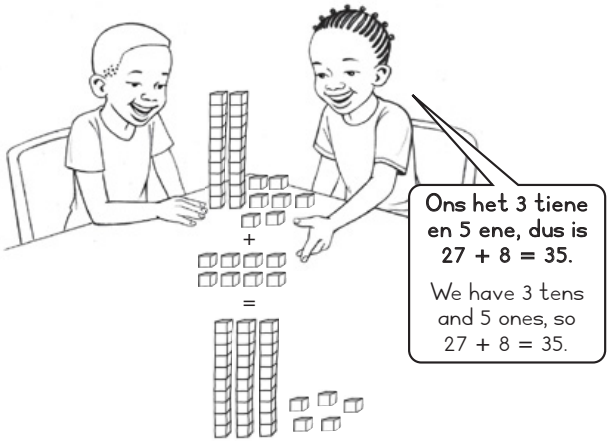
Kry die tien
Finding the ten

HOOFREKENE MENTAL MATHS | GROOTSTE TOT KLEINSTE BIGGEST TO SMALLEST → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

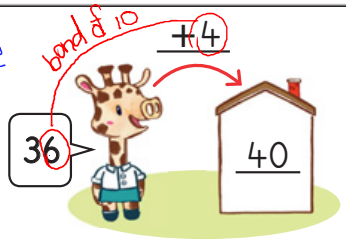
Speletjie: Bou met tiene
Game: Building with tens

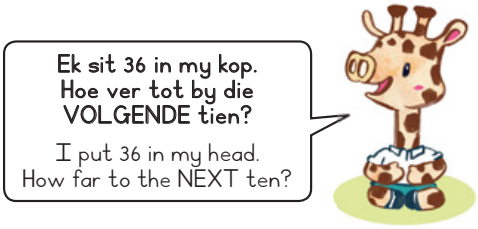
- Gebruik jou basistien-blokkies.
  Use your base ten blocks.
- Los die som op wat jou onderwyser op die bord neerskryf.
  Solve the question your teacher writes on the board.
- Doen dit weer!
  Do it again!

27 + 8 =

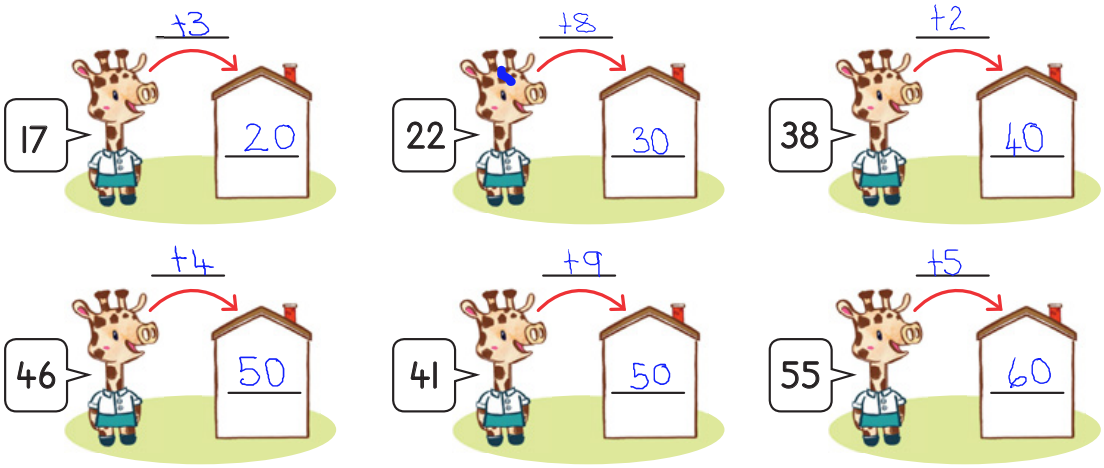


Emphasize bonds of ten





1 Wat is die volgende 10? Hoe ver tot by die volgende 10?
What is the next 10? How far to the next 10?



12

Kry die tien

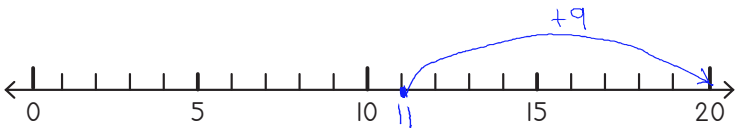
2 Kry die getal. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Find the number. What is the next 10? How far to the next 10?

14

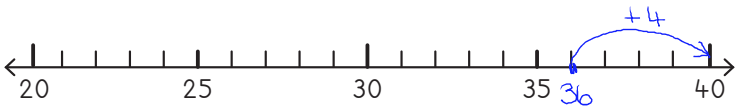
Die volgende 10 Next 10	20
Hoe ver? How far?	6

11



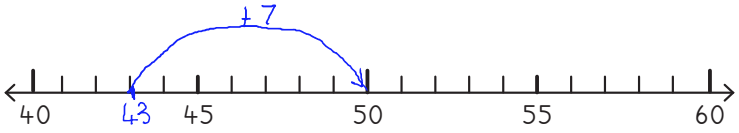
Die volgende 10 Next 10	20
Hoe ver? How far?	9

36



Die volgende 10 Next 10	40
Hoe ver? How far?	4

43



Die volgende 10 Next 10	50
Hoe ver? How far?	7

3 Voltooi die getalsinne.

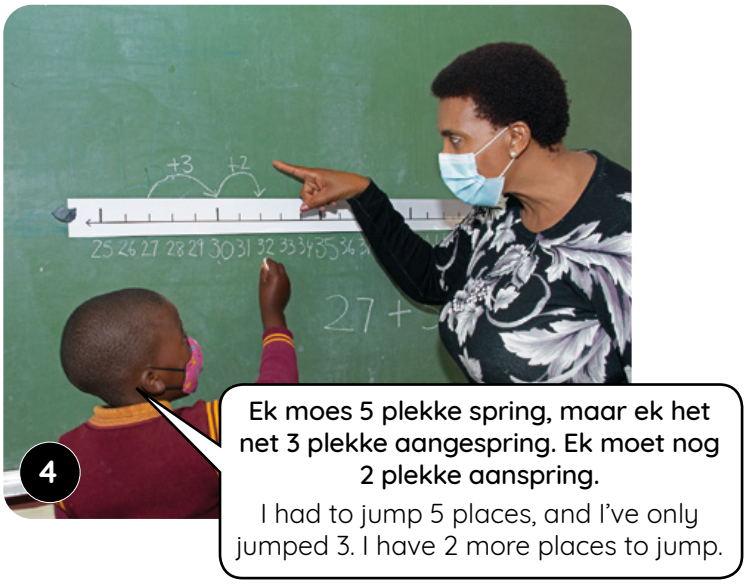
Complete the number sentences.

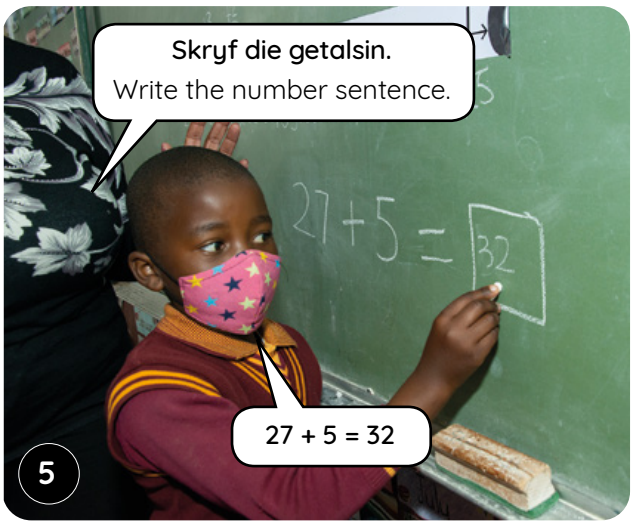
67 + 3 = 70	64 + 6 = 70	76 + 4 = 80	73 + 7 = 80
85 + 5 = 90	82 + 8 = 90	95 + 5 = 100	97 + 3 = 100

Adding on a number line

HOOFREKENE MENTAL MATHS | GROOTSTE TOT KLEINSTE BIGGEST TO SMALLEST → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Gee veelvuldige geleenthede aan die leerders om probleme op te los wat betrekking het op die bytel van ene by tweesyfergetalle. Help die leerders om in te sien dat hulle, as hulle die volgende tien eers kry, in staat is om probleme vinnig en doeltreffend op te los.

Allow learners multiple opportunities to solve problems involving adding ones to two-digit numbers. Help learners to realise that if they find the next ten first, they will be able to solve problems quickly and efficiently.

WEEK • WEEK 2

DAG 2 • DAY 2

Tel op 'n getallelyn op
Adding on a number line

HOOFREKENE MENTAL MATHS → GROOTSTE TOT KLEINSTE BIGGEST TO SMALLEST → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Terwyl ons optel, kan ons soms oor die volgende 10 spring! Groet altyd die 10 voordat jy oorspring!

Sometimes when we add, we cross over the next 10! Always greet the 10 before crossing!

Ek begin by 27!

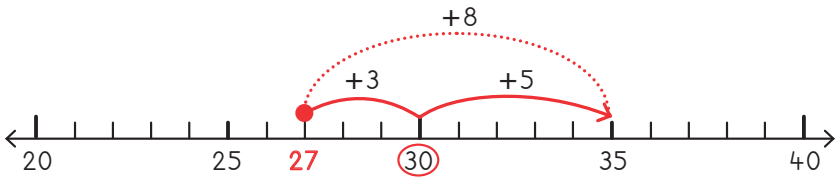
I start at 27!

Ek spring tot by die volgende 10! 27 + 3 = 30.

I jump to the next 10! 27 + 3 = 30.

27 + 8 = 35

3 5



Om 8 op te tel, is dieselfde as om 3 by te tel en dan 5 by te tel.

Adding 8 is the same as adding 3 and then adding 5.

Ek moet 8 keer aanspring. Ek het reeds 3 keer gespring. Ek spring nog 5 keer aan!

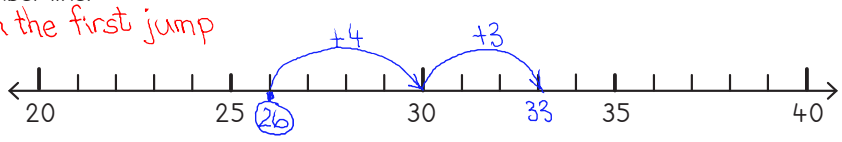
I need to jump forward 8. I have already jumped 3. I jump forward 5 more!

1 Tel met behulp van die getallelyn op.

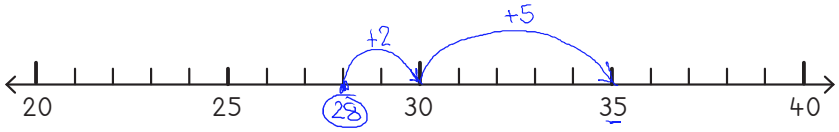
Add using the number line.

Emphasize bonds of 10 in the first jump

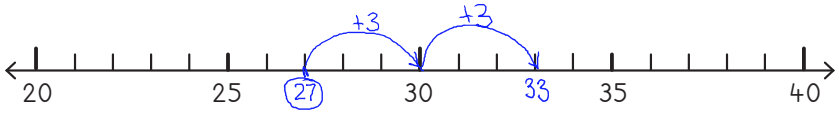
26 + 7 = 33 (4, 3)



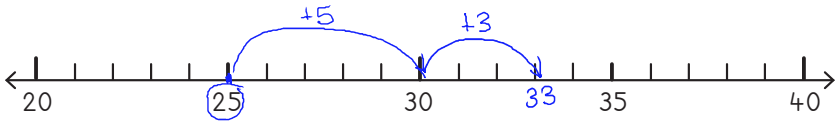
28 + 7 = 35 (2, 5)



27 + 6 = 33 (3, 3)



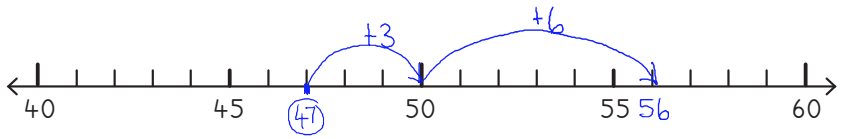
25 + 8 = 33 (5, 3)



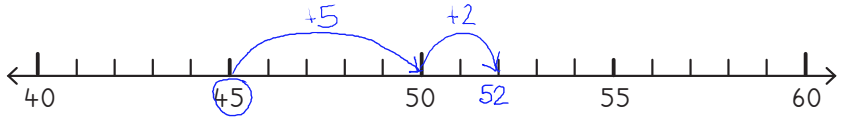
14

Adding on a number line

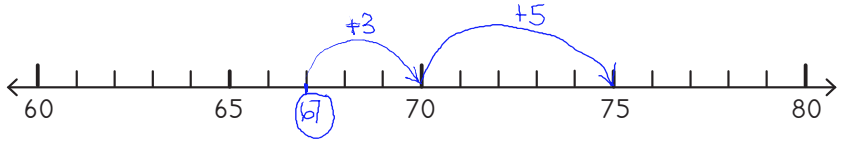
47 + 9 = 56 (3, 6)



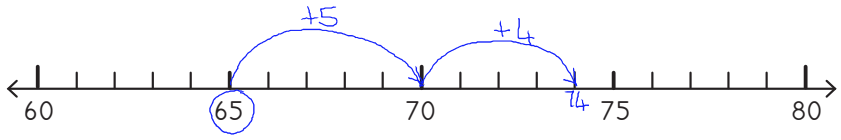
45 + 7 = 52 (5, 2)



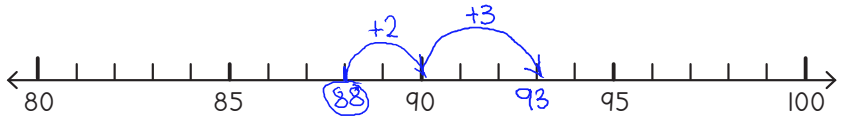
67 + 8 = 75 (3, 5)



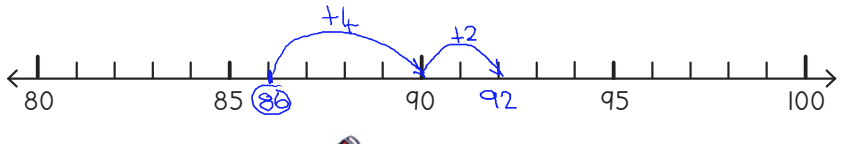
65 + 9 = 74 (5, 4)



88 + 5 = 93 (2, 3)



86 + 6 = 92 (4, 2)



2

27 + 8 = 35	25 + 9 = 34
37 + 8 = 45	35 + 9 = 44
47 + 8 = 55	45 + 9 = 54
57 + 8 = 65	55 + 9 = 64

Brian lees 35 bladsye. Hy lees 8 bladsye meer. Hoeveel bladsye het hy altesame gelees?

Brian read 35 pages. He reads 8 more pages. How many pages has he read altogether?

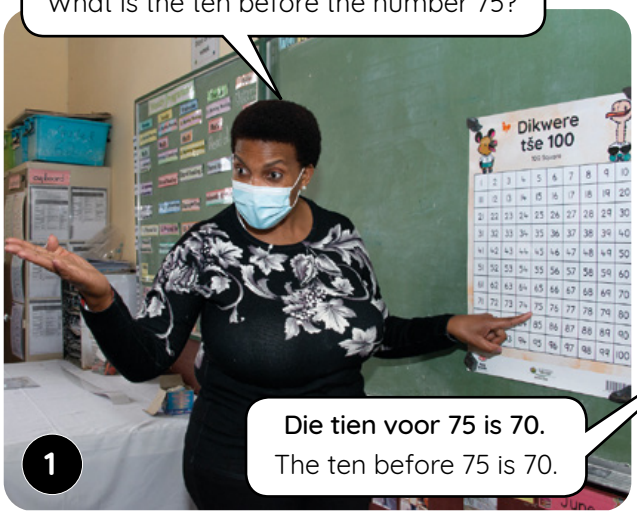
35 + 8 = 43

WEEK 2 • DAG 3

Hoe ver tot by die vorige tien?

HOOFREKENE MENTAL MATHS | KLEINSTE TOT GROOTSTE SMALLEST TO BIGGEST → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Herhaal die stappe hier bo met verskillende getalle sodat die leerders veelvuldige geleenthede kry om te oefen om na die vorige 10 terug te spring. Probeer om dit ook met ander hulpbronne (bv. getallelyne) te doen.

Repeat the steps above, using different numbers, so that learners have multiple opportunities to practise jumping back to the previous 10. Try it out with other resources (e.g. number lines), too.

How far to the previous ten?

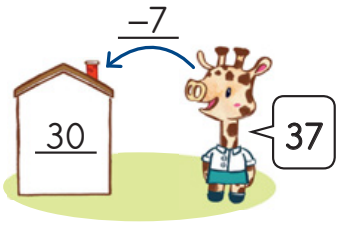
WEEK • WEEK 2

DAG 3 • DAY 3

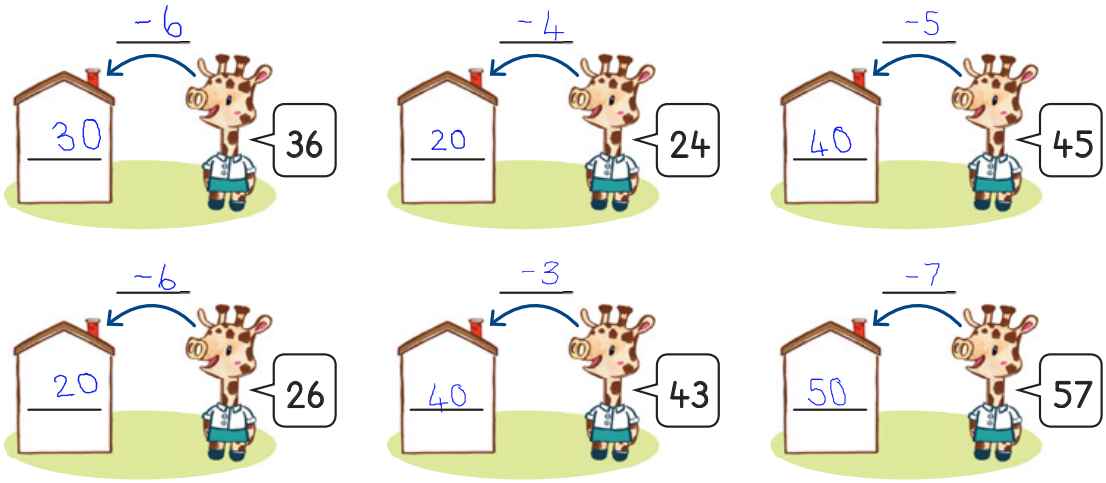
Hoe ver tot by die vorige tien?
How far to the previous ten?

HOOFREKENE MENTAL MATHS → KLEINSTE TOT GROOTSTE SMALLEST TO BIGGEST → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

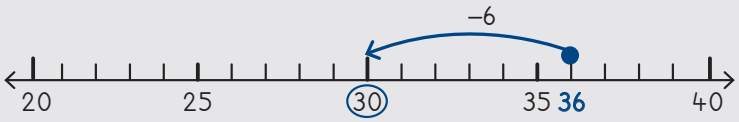
Wanneer ek aftrek, vra ek:
Hoe ver is dit tot by die vorige 10?
When I subtract, I ask myself, how far to the previous 10?



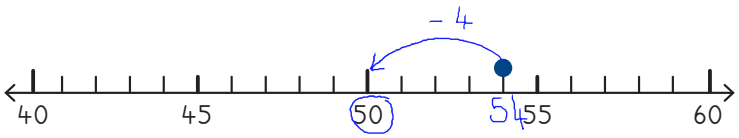
1 Hoe ver tot by die vorige 10?
How far to the previous 10?



2 Skryf die getal by die kol neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?
Write the number at the dot. Circle the previous 10. How far to the previous 10?



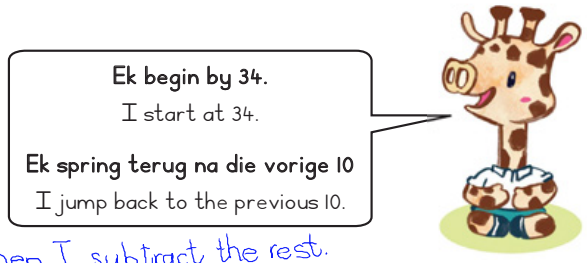
Die vorige 10 Previous 10	30
Hoe ver? How far?	6



Die vorige 10 Previous 10	50
Hoe ver? How far?	4

16

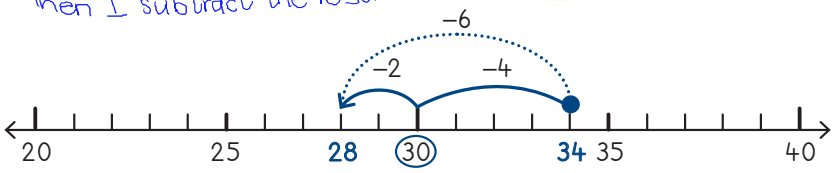
Hoe ver tot by die vorige tien?

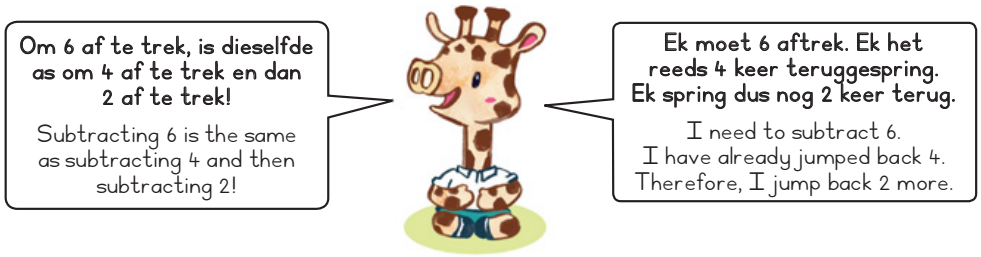


Then I subtract the rest.

34 − 6 = 28

4 2





3 Trek met behulp van die getallelyn af.

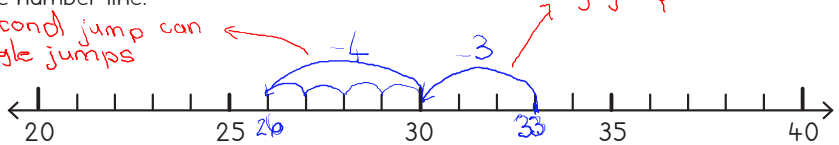
Subtract using the number line.

The second jump can be single jumps

The first jump must be one big jump.

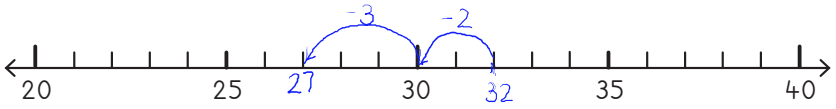
33 − 7 = 26

3 4



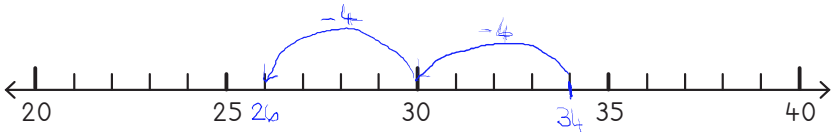
32 − 5 = 27

2 3



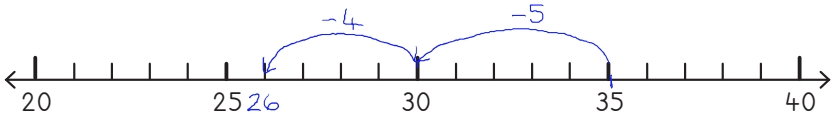
34 − 8 = 26

4 4



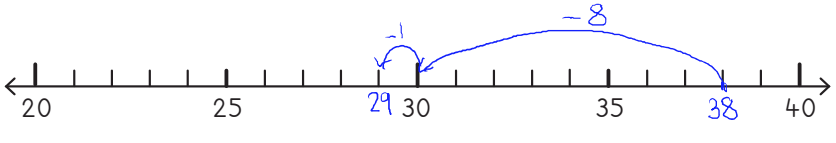
35 − 9 = 26

5 4



38 − 9 = 29

8 1

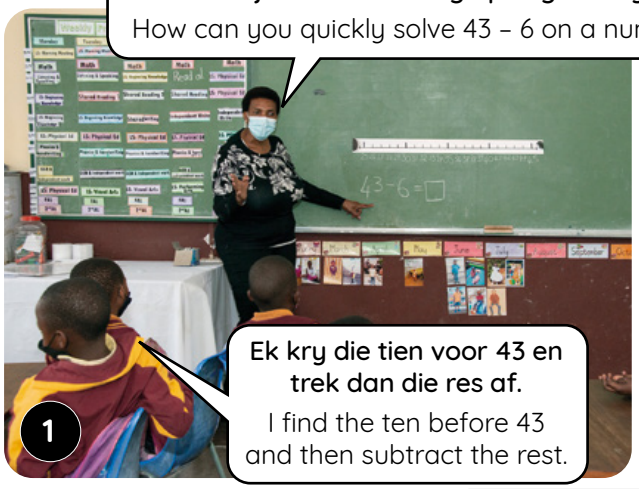


Subtracting on the number line

HOOFREKENE MENTAL MATHS | KLEINSTE TOT GROOTSTE SMALLEST TO BIGGEST → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoe kan julle 43 – 6 vinnig op 'n getallelyn oplos?
How can you quickly solve 43 – 6 on a number line?



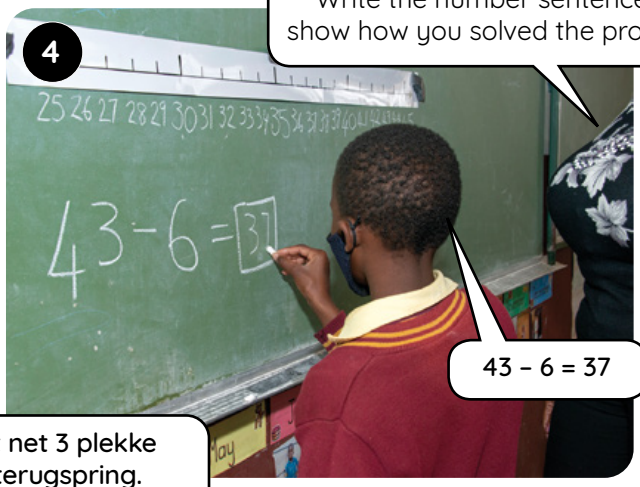
Ek kry die tien voor 43 en trek dan die res af.
I find the ten before 43 and then subtract the rest.

Ek spring 3 plekke terug vanaf 43 en kom op die vorige tien, 40, te staan.
I jump back 3 spaces from 43, and I land on the previous ten, 40.

Jy het 3 plekke teruggespring. Wat moet jy volgende doen?
You jumped back 3 places. What must you do next?

Ek moes 6 plekke terugspring en ek het net 3 plekke teruggespring. Ek moet nog 3 plekke terugspring.
I had to jump back 6 places, and I've only jumped back 3. I must jump back 3 more places.

Skryf die getalsin om te wys hoe jy die probleem opgelos het.
Write the number sentence to show how you solved the problem.



Gee veelvuldige geleenthede aan die leerders om probleme op te los wat behels dat ene van tweesyfergetalle afgetrek word. Help die leerders om in te sien dat hulle, as hulle eers die vorige tien kry, in staat is om probleme vinnig en doeltreffend op te los.

Allow learners multiple opportunities to solve problems that involve subtracting ones from two-digit numbers. Help learners to realise that if they find the previous ten first, they are able to solve problems quickly and efficiently.

Trek op die getallelyn af

WEEK • WEEK 2

DAG 4 • DAY 4

Trek op die getallelyn af
Subtracting on the number line

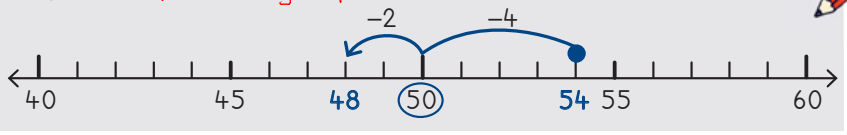
HOOFREKENE MENTAL MATHS → KLEINSTE TOT GROOTSTE SMALLEST TO BIGGEST → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Trek met behulp van die getallelyn af. Groet die 10!

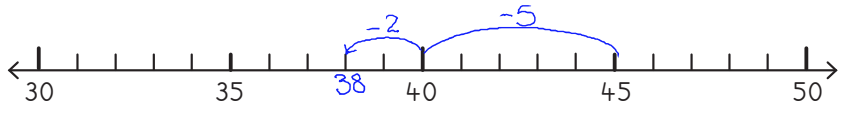
Subtract using the number line. Greet the 10!

The units digit shows the first jump backwards

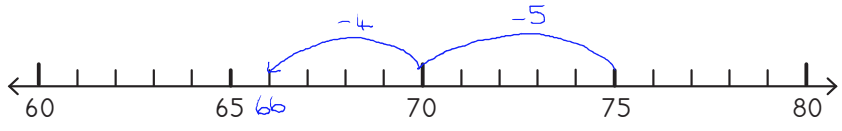
54 – 6 = 48 (4, 2)



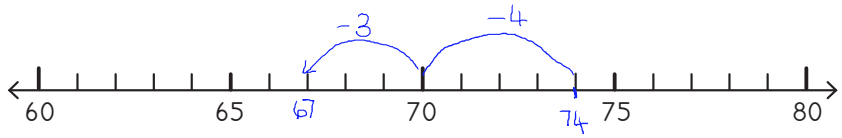
45 – 7 = 38 (5, 2)



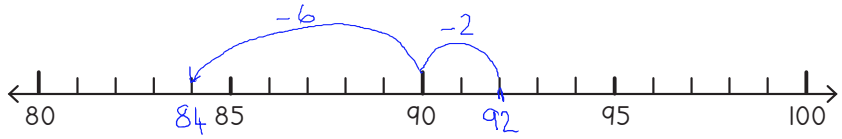
75 – 9 = 66 (5, 4)



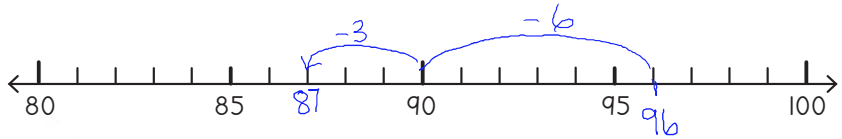
74 – 7 = 67 (4, 3)



92 – 8 = 84 (2, 6)



96 – 9 = 87 (6, 3)



2

20 – 4 = 16	60 – 3 = 57
30 – 5 = 25	70 – 6 = 64
40 – 3 = 3	80 – 7 = 73

Asanda het R50. Hy koop 'n appel vir R6. Hoeveel kleingeld kry hy?

Asanda has R50. He buys an apple for R6. How much change does he get?

R50 - R6 = R44

18

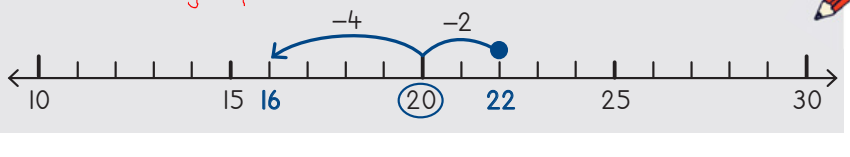
Subtracting on the number line

3 Trek met behulp van die getallelyn af. Groet die 10!

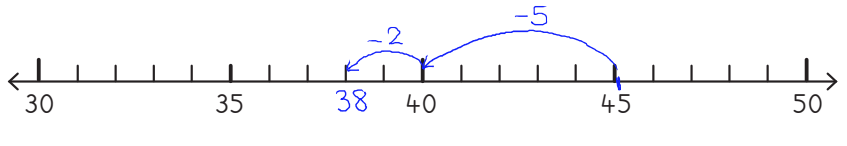
Subtract using the number line. Greet the 10!

The units is the size of the first jump backwards

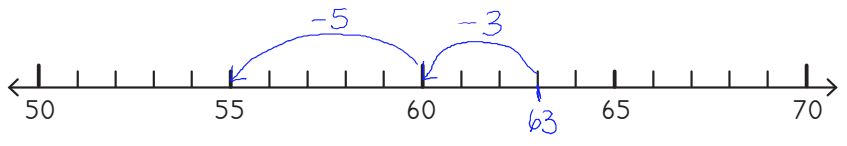
22 – 6 = 16 (2 4)



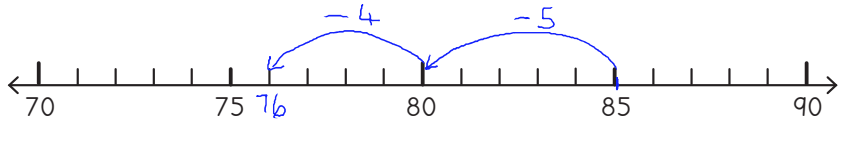
45 – 7 = 38 (5 2)



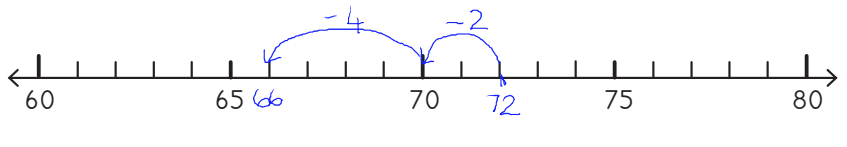
63 – 8 = 55 (3 5)



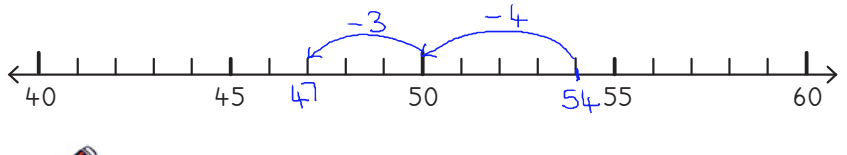
85 – 9 = 76 (5 4)



72 – 6 = 66 (2 4)



54 – 7 = 47 (4 3)



4

60 – 5 = 55	60 – 3 = 57
70 – 4 = 66	70 – 6 = 64
80 – 6 = 74	80 – 7 = 73
90 – 2 = 88	90 – 9 = 81

Mpumzi het R50. Hy koop 'n broodrol vir R8. Hoeveel kleingeld kry hy?

Mpumzi has R50. He buys a roll for R8. How much change does he get?

R50 – R8 = R42

WEEK • WEEK 2

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

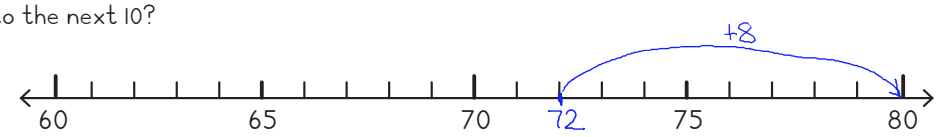
Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Spring aan/spring vorentoe.	Jump forward.
Spring terug/spring agtertoe.	Jump back.
Hoe ver tot by die volgende tien?	How far to the next ten?
Hoe ver tot by die vorige tien?	How far to the previous ten?
Tel op.	Add.
Trek af.	Subtract.
Getallelyn	Number line

1 Maak 'n kol op die getallelyn om die getal te wys. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Draw a dot on the number line to show the number. What is the next 10? How far to the next 10?

72



2 Voltooi die getalsinne.

Complete the number sentences.

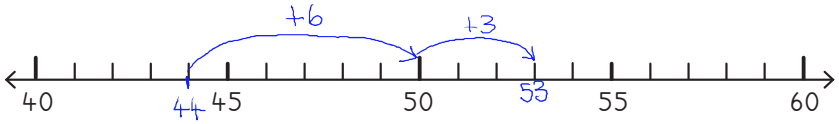
4 + 2 = 6	8 + 1 = 9	5 + 2 = 7	3 + 3 = 6
40 + 20 = 60	80 + 10 = 90	50 + 20 = 70	30 + 30 = 60

8 – 3 = 5	6 – 5 = 1	9 – 4 = 5	7 – 2 = 5
80 – 30 = 50	60 – 50 = 10	90 – 40 = 50	70 – 20 = 50

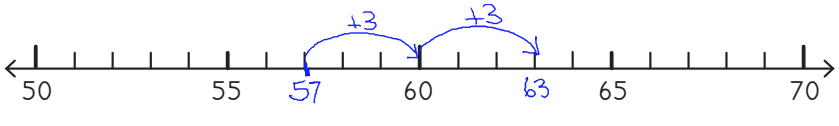
Consolidation

3 Los met behulp van die getallelyn op.
Solve using the number line.

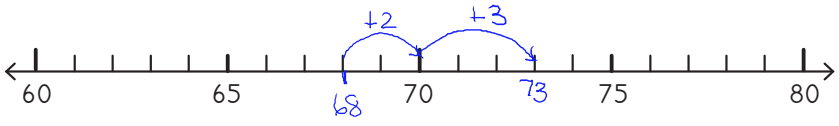
44 + 9 = 53 (6 3)



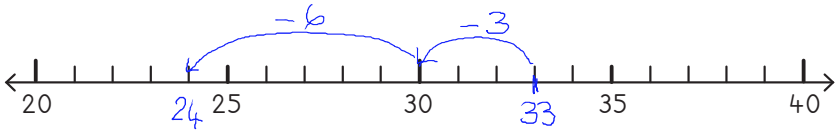
57 + 6 = 63 (3 3)



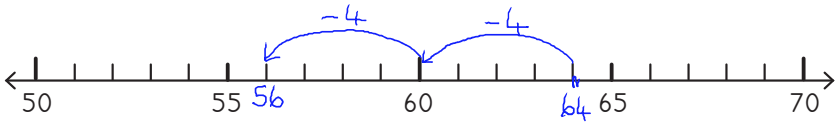
68 + 5 = 73 (2 3)



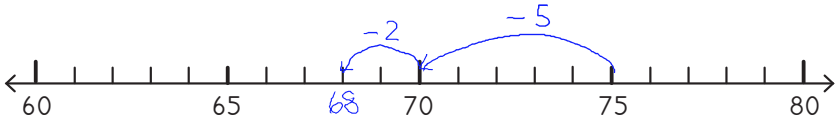
33 − 9 = 24 (3 6)



64 − 8 = 56 (4 4)



75 − 7 = 68 (5 2)



4 Lisakhanya lees 46 bladsye. Sy lees 9 bladsye meer. Hoeveel bladsye lees sy altesame?
Lisakhanya reads 46 pages. She reads 9 more pages. How many pages does she read altogether?

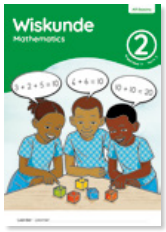
46 + 9 = 55

5 Ntando het R73. Hy gee R7 uit. Hoeveel geld bly daar oor?
Ntando has R73. He spends R7. How much does he have left?

R73 − R7 = R66

Datahantering

	Hulpbronne
Hoofrekene: Vergelyk getalle tot 75	100-blok
Speletjie: Vinnige wiskunde met kaarte – 5 meer en 5 minder	0–20-getalkaarte



Dag	Lesaktiwiteit	Leshulpbronne
1	Datahantering	LAB
2	Datahantering	LAB
3	Stel data voor	LAB, multifix-blokkies
4	Werk met tyddata	LAB, plakkaat met die maande van die jaar
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om	✓
data in die vorm van 'n piktogram voor te stel en te interpreteer	
data in 'n eenvoudige staafgrafiek voor te stel	
'n staafgrafiek te lees en te interpreteer deur vrae daaroor te beantwoord	

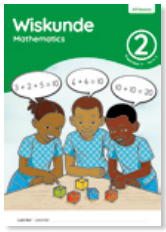
Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Datahantering

Mondelinge en praktiese assessering: Ruimte en Vorm – 2D vorms: Neem die leerders waar om hul vermoë te assesseer om 2D vorms te benoem en die woordeskat wat met 2D vorms verband hou, te gebruik.

Data handling

	Resources
Mental Maths: Compare numbers to 75	100 square
Game: Fast maths with cards – 5 more and 5 less	0-20 number cards



Day	Lesson activity	Lesson resources
1	Data handling	LAB
2	Data handling	LAB
3	Representing data	LAB, multifix blocks
4	Working with time data	LAB, months of the year poster
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
present and interpret the data in the form of a pictograph	
represent data in a simple bar graph	
read and interpret a bar graph by answering questions	

Assessment (see back pages of this guide)

Written assessment: Data handling

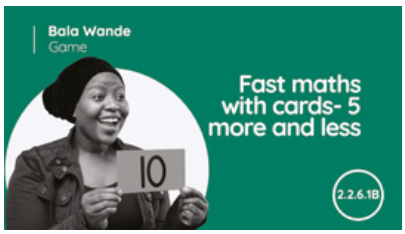
Oral and practical assessment: Space and Shape – 2-D shapes: Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes.

Datahantering

Hoofrekene

Ons konsentreer hierdie week in Hoofrekene op die begrippe van meer as en minder as. Die onderwyser wys na die getalle op die 100-blok en gee geleenthede aan die leerders om 5 of 10 meer of 5 of 10 minder te identifiseer. Deurdat die leerders die 100-blok gebruik, word hulle in staat gestel om te oefen om getalle 1 tot 75 te identifiseer. Moedig die leerders aan om hul antwoorde vinnig te gee ten einde hul vermoë om getalfeite doeltreffend te herroep, uit te bou.

Speletjie



Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte! Die doel van hierdie speletjie is om die leerders 'n geleentheid te gee om eenvoudige optellings- en aftrekkingsfeite te oefen totdat hulle vlot daarin word. Hulle kan oefen om elke dag 'n ander getal op te tel en af te trek ten einde hul begrip van optellings- en aftrekkingsfeite uit te brei.

Konsepontwikkeling

Ons konsentreer hierdie week op datahantering. Die leerders kry met datahantering geleenthede om data op 'n eenvoudige staafgrafiek voor te stel en die data dan te lees en te interpreteer. In 'n geïntegreerde datahanteringsaktiwiteit word geleenthede aan die leerders gegee om data op 'n eenvoudige staafgrafiek voor te stel en die data dan te lees en te interpreteer. Ons konsentreer daarop om:

- data op 'n eenvoudige staafgrafiek voor te stel.
- 'n staafgrafiek te lees en te interpreteer deur vrae daaroor te beantwoord.

Waarna jy hierdie week moet oplet

- Moedig die leerders aan om inligting van eenvoudige grafieke af te lees en te interpreteer. Help hulle om in te sien dat 'n grafiek 'n visuele voorstelling van inligting bied wat met een oogopslag verstaan kan word.
- Belangrike woordeskat: **sorteer**, **versamel**, **organiseer**, **meer**, **minder**, **die meeste**, **die minste**

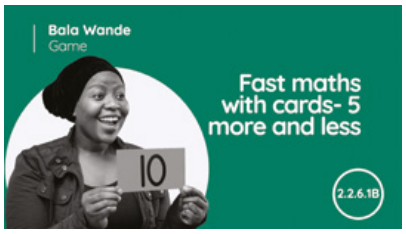
Data handling

Mental Maths

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square and provide opportunities for learners to identify 5 or 10 more and 5 or 10 less. The use of the 100 square allows learners to practise identifying numbers 1 to 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game

This week we play the game Fast maths with cards – 5 more and less! The purpose of this game is to provide learners with an opportunity to practise simple addition and subtraction facts until they become fluent. Learners can practise adding and subtracting a different number each day in order to extend their understanding of addition and subtraction facts.



Concept development

This week we focus on data handling. For data handling, learners will be given opportunities to represent data in a simple bar graph, and then read and interpret the data. In an integrated data handling activity, learners are given opportunities to represent data in a simple bar graph, and then read and interpret the data. We will focus on:

- representing data in a simple bar graph.
- reading and interpreting a bar graph by answering questions.

What to look out for this week

- Encourage learners to read and interpret information from simple graphs. Help learners to see that a graph provides a visual representation of information that can be understood at a glance.
- Important vocabulary: **sort**, **collect**, **organise**, **more**, **less**, **most**, **least**
-

WEEK 3 • DAG 1

Datahantering

HOOFREKENE MENTAL MATHS | 5 MEER/5 MINDER 5 MORE/5 LESS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

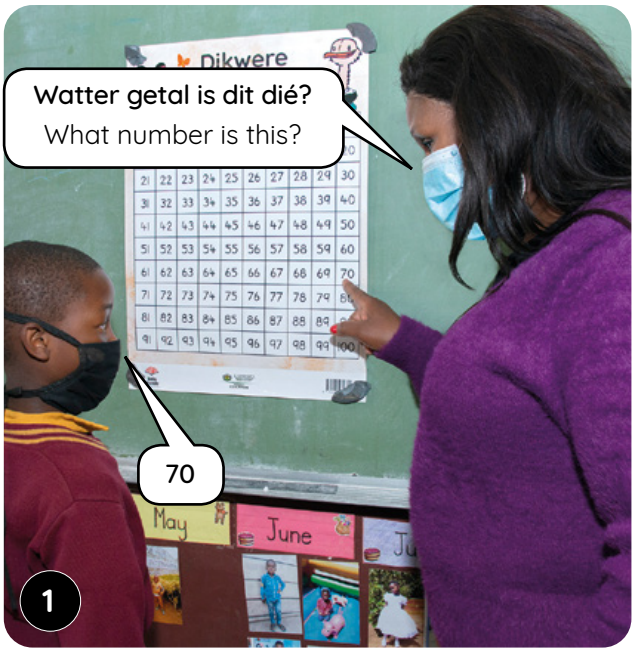
HOOFREKENE | MENTAL MATHS

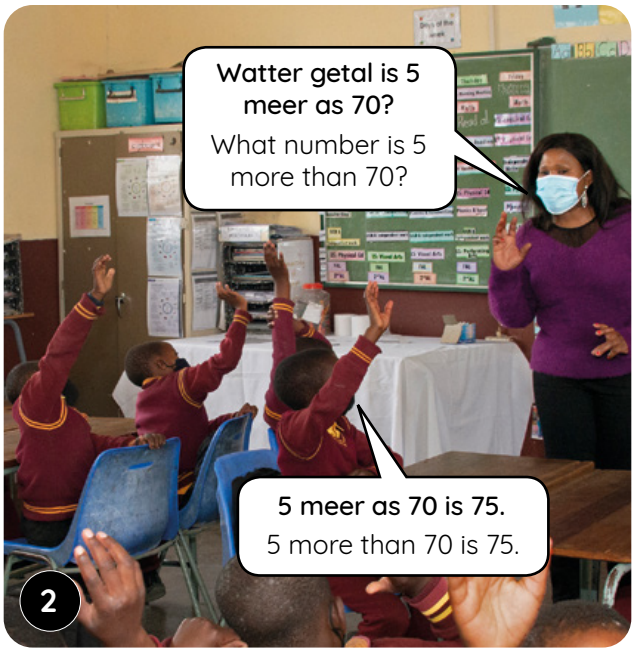
Identifiseer getalle (tot 75) wat 5 meer as en 5 minder as 'n gegewe getal is.

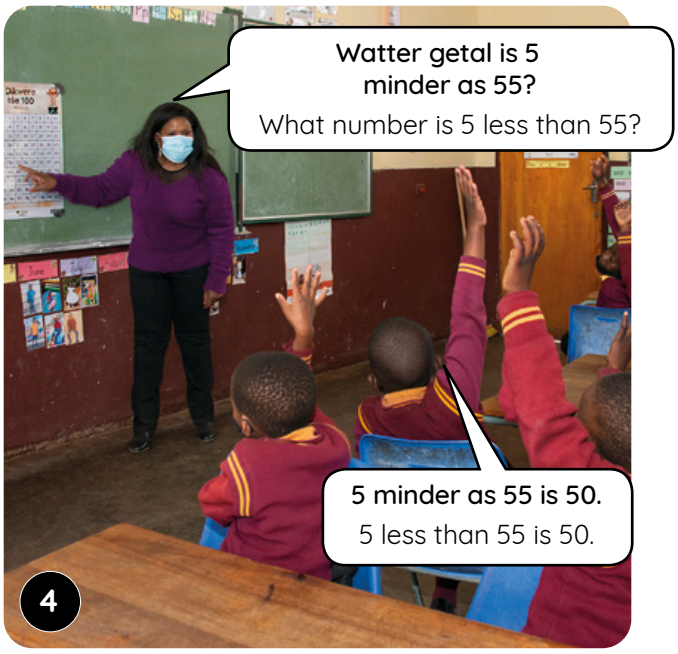
Identify numbers (up to 75) that are 5 more and 5 less than a given number.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.







Data handling

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Tel op:
Add:

6 + 2 =

36 + 2 =

3 + 4 =

53 + 4 =

1 + 8 =

41 + 8 =

2 + 1 =

22 + 1 =

4 + 2 =

64 + 2 =

Dag 2 Day 2

Trek af:
Subtract:

8 – 1 =

88 – 1 =

9 – 4 =

69 – 4 =

4 – 3 =

44 – 3 =

5 – 2 =

65 – 2 =

7 – 2 =

37 – 2 =

Dag 3 Day 3

Tel op:
Add:

1 + 6 =

41 + 6 =

4 + 5 =

24 + 5 =

4 + 3 =

84 + 3 =

3 + 1 =

33 + 1 =

6 + 2 =

76 + 2 =

Dag 4 Day 4

Trek af:
Subtract:

8 – 5 =

58 – 5 =

6 – 4 =

66 – 4 =

9 – 8 =

99 – 8 =

6 – 2 =

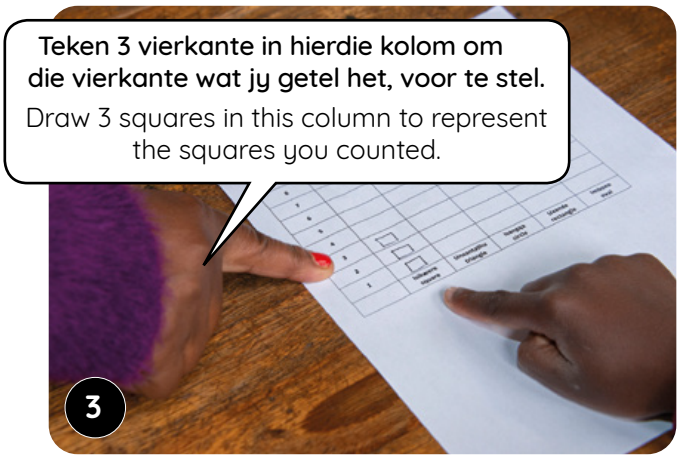
46 – 2 =

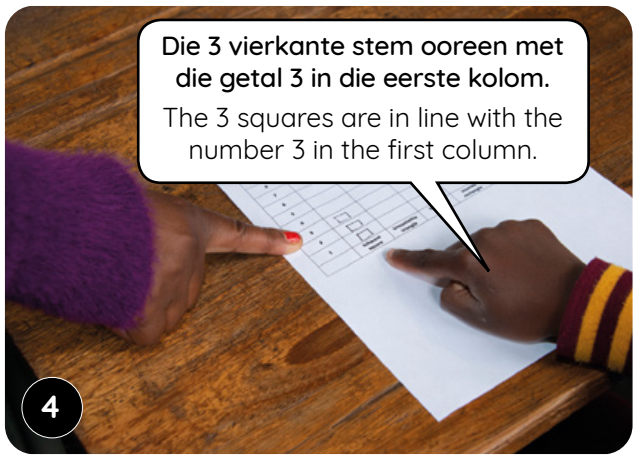
7 – 4 =

37 – 4 =

Datahantering

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Gee tyd vir die leerders om die piktogram te voltooi en ondersteun hulle indien nodig. Bespreek vrae wat met die piktogram verband hou – vra oor die meeste/minste vorms en die vergelykings tussen die verskillende hoeveelhede vorms. Die leerders gaan in die klaswerk-aktiwiteit voort om die piktogram te gebruik.

Allow time for the learners to complete the pictograph, supporting them if necessary. Discuss questions related to the pictograph – ask about the most/least shapes and comparisons between different numbers of shapes. The learners will continue to use the pictograph in the classwork activity.

WEEK • WEEK 3

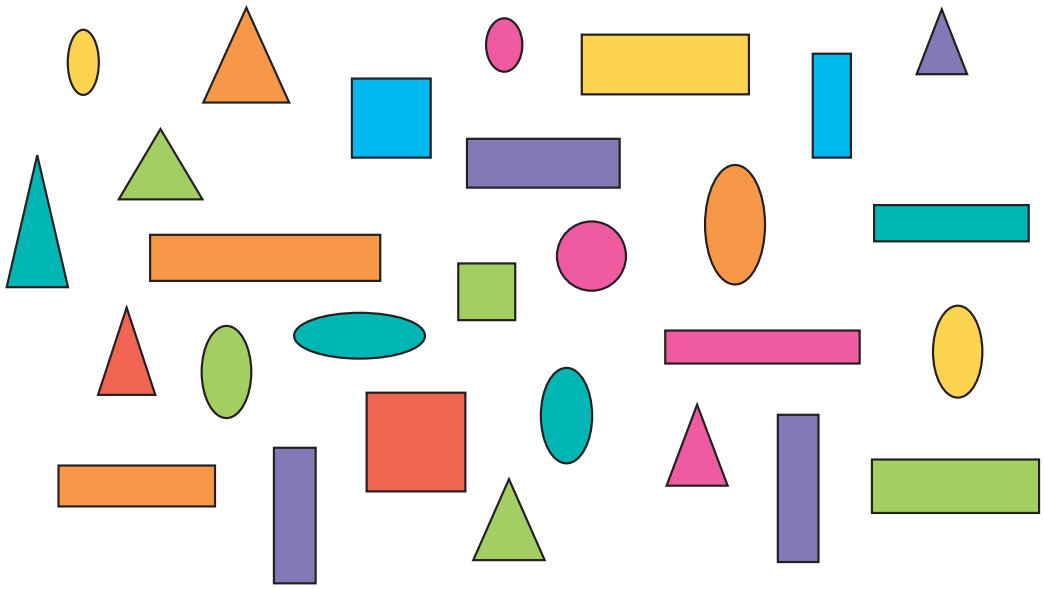
DAG 1 • DAY 1
Datahantering
Data handling

HOOFREKENE MENTAL MATHS | 5 MEER/5 MINDER 5 MORE/5 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte – 5 meer en 5 minder
Game: Fast maths with cards – 5 more and less

- Speel saam in pare.
  Play in pairs.
- Skommel jou 0–20-getalkaarte.
  Mix your 0–20 number cards.
- Roep 5 meer of 5 minder uit.
  Call 5 more or 5 less.
- Doen dit weer!
  Do it again!

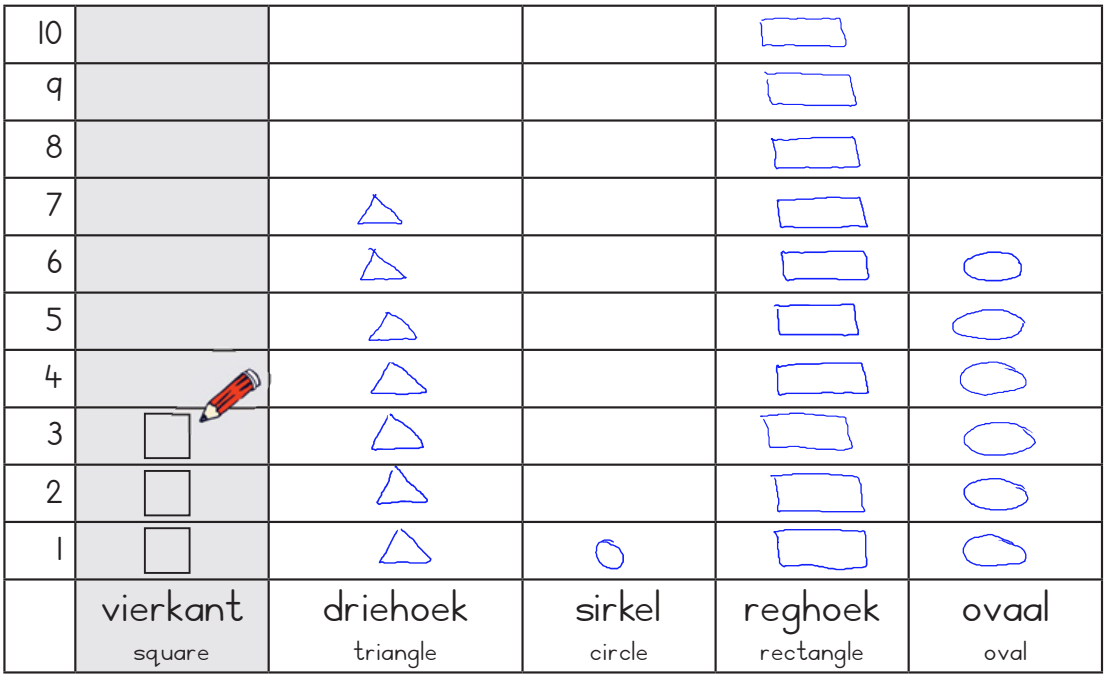
1



vierkant square	3	ovaal oval	6	reghoek rectangle	10
driehoek triangle		7	sirkel circle		1

Datahantering

Remember: pictographs contain pictures or images.



Beantwoord die vrae met behulp van die piktogram.

Use the pictograph to answer the questions.

Waarvan is daar meer, vierkante of ovale?

Which do we have more of, squares or ovals? Ovals

Wat is die verskil tussen die aantal vierkante en die aantal ovale?

What is the difference between the number of squares and the number of ovals?

3 more ovals than squares

Waarvan is daar minder, reghoeke of driehoeke?

Which do we have less of, rectangles or triangles? triangles

Wat is die verskil tussen die aantal driehoeke en die aantal reghoeke?

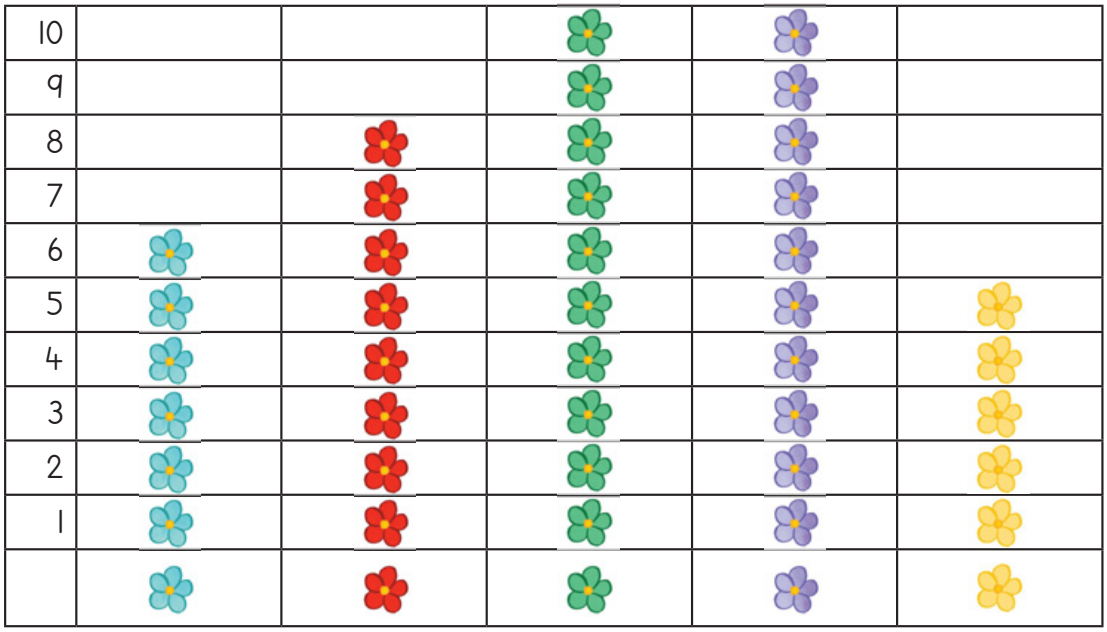
What is the difference between the number of triangles and the number of rectangles?

3 more rectangles than triangles

2

Ons gunsteling-blomkleure

Our favourite flower colours

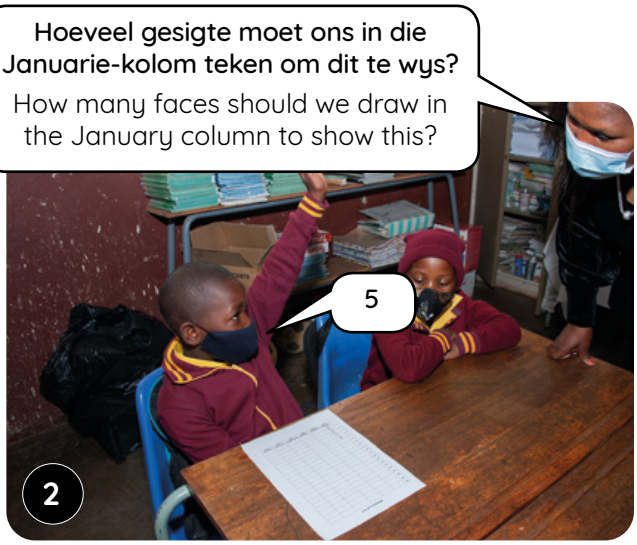


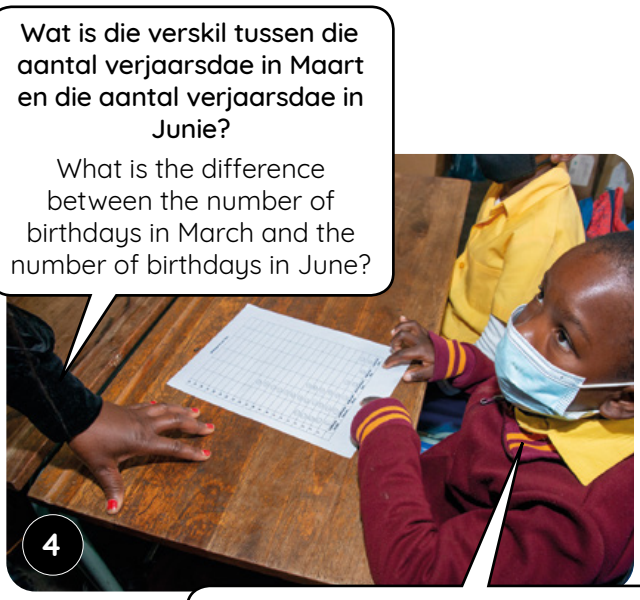
Hoeveel rooi blomme is daar? How many red flowers are there? 8
Hoeveel pers blomme is daar? How many purple flowers are there? 10
Hoeveel geel blomme is daar? How many yellow flowers are there? 5
Watter blomkleur is die meeste gewild? What is the most popular flower colour? green and purple
Watter blomkleur is die minste gewild? What is the least popular flower colour? yellow
Wat is die verskil tussen die aantal groen blomme en die aantal blou blomme? What is the difference between the number of green flowers and the number of blue flowers? 4 more green flowers than blue
Wat is die verskil tussen die aantal pers blomme en die aantal rooi blomme? What is the difference between the number of purple flowers and the number of red flowers? 2 more purple flowers than red

Datahantering

HOOFREKENE MENTAL MATHS | 5 MEER/5 MINDER 5 MORE/5 LESS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Voltooi eerstens die tabel van die leerders se verjaarsdae. Gaan voort om interpretasievrae oor die verjaarsdagpiktogram te vra. Moedig die leerders aan om die piktogram te lees en te interpreteer. Die leerders gaan voort om in die klaswerk-aktiwiteit aan piktogramme te werk.

First, complete the table of learners' birthdays. Continue asking interpretive questions about the birthdays pictograph. Encourage learners to read and interpret the pictograph. Learners will continue working with pictographs in the classwork activity.

WEEK • WEEK 3

DAG 2 • DAY 2

Datahantering
Data handling

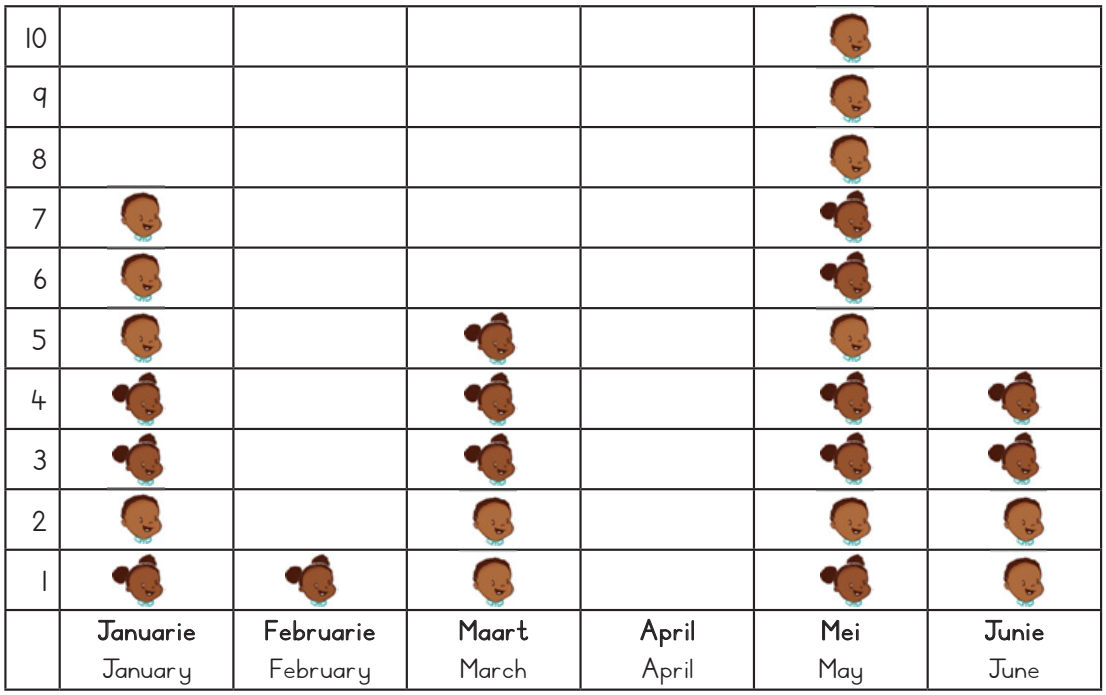
HOOFREKENE MENTAL MATHS | 5 MEER/5 MINDER 5 MORE/5 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1

Die verjaarsdae in ons klas
Birthdays in our class

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Januarie January	Februarie February	Maart March	April April	Mei May	Junie June

Die verjaarsdae in ons klas
Birthdays in our class



Beantwoord die vrae met behulp van die piktogram.
Use the pictograph to answer the questions.

Hoeveel kinders se verjaarsdae is in Januarie?
How many children had birthdays in January? 7

Hoeveel kinders se verjaarsdae is in April?
How many children had birthdays in April? 0

Hoeveel kinders se verjaarsdae is in die eerste helfte van die jaar?
How many children had birthdays in the first half of the year? 27

Die hoogste aantal verjaarsdae is in _____.
The highest number of birthdays was in May.

Die laagste aantal verjaarsdae is in _____.
The lowest number of birthdays was in April.

2 Koeke wat verlede week gebak is

Cakes baked last week

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Maandag Monday	**Dinsdag** Tuesday	**Woensdag** Wednesday	**Donderdag** Thursday	**Vrydag** Friday

Thembi bak koeke en verkoop dit aan 'n plaaslike mark. Op die grafiek hier onder word gewys hoeveel koeke sy verlede week gebak het.

Thembi bakes cakes and sells them at a local market. The graph shows how many cakes she baked last week.

Hoeveel koeke het sy Maandag gebak?
How many cakes did she bake on Monday? 3

Hoeveel koeke het sy Woensdag gebak?
How many cakes did she bake on Wednesday? 4

Hoeveel koeke het sy Vrydag gebak?
How many cakes did she bake on Friday? 10

Hoeveel koeke het sy altesame hierdie week gebak?
How many cakes did she bake altogether this week? 30

Op watter dag het sy die meeste koeke gebak?
On what day did she bake the most cakes? Friday

Het sy meer koeke op Donderdag of op Vrydag gebak?
Did she bake more cakes on Thursday or Friday? Friday

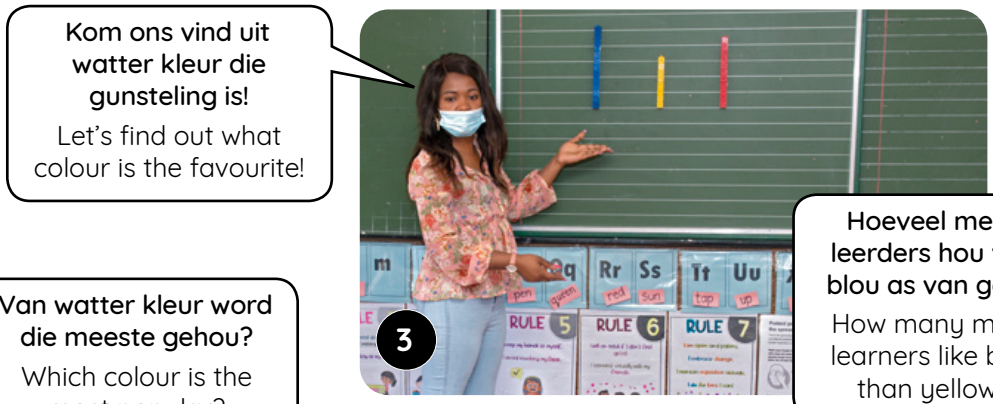
Hoeveel meer?
How many more? 5

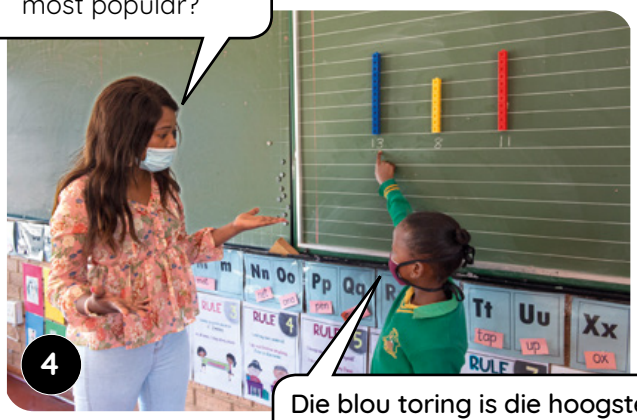
WEEK 3 • DAG 3

Stel data voor

HOOFREKENE MENTAL MATHS | 10 MEER/10 MINDER 10 MORE/10 LESS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT





Die blou toring is die hoogste. Blou is die gunstelingkleur.
The blue tower is the tallest. Blue is the favourite colour.

Sit tyd opsy om te gesels oor die data wat deur die blokkies voorgestel word en help die leerders om te verstaan hoe dit kleurvoorkeure voorstel. Wanneer jy die blokkies op die bord sit, maak die lyn van elke toring se gemeenskaplike basis dit makliker om die verskille in die hoogte van die torings raak te sien.

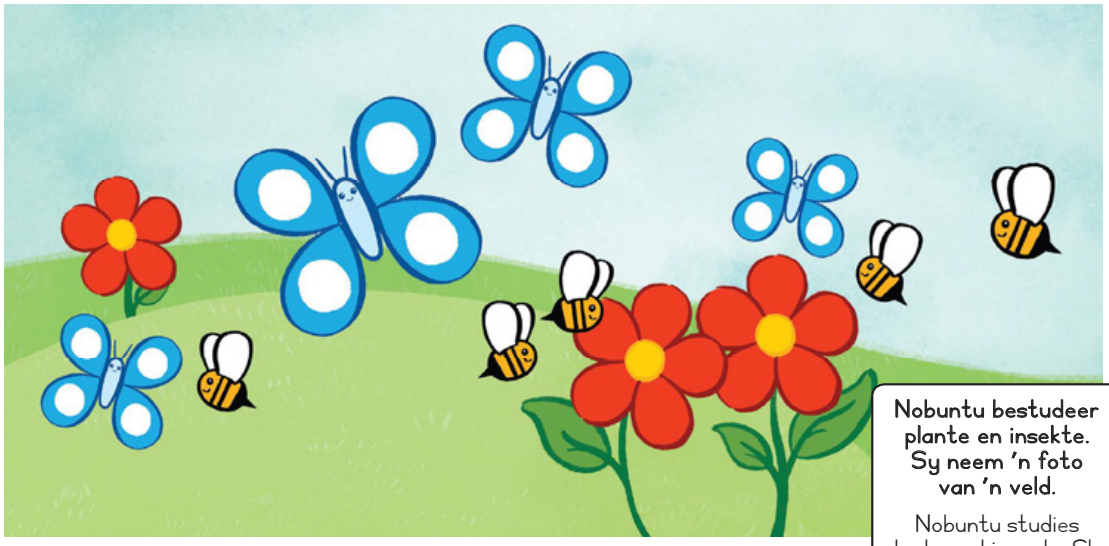
Take time to talk about the data represented by the blocks, helping learners to understand how they represent colour preferences. When you put the blocks on the board, the common baseline makes it easier to see the differences in height of the towers.

WEEK • WEEK 3

DAG 3 • DAY 3

Stel data voor
Representing data

HOOFREKENE MENTAL MATHS | 10 MEER/10 MINDER 10 MORE/10 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

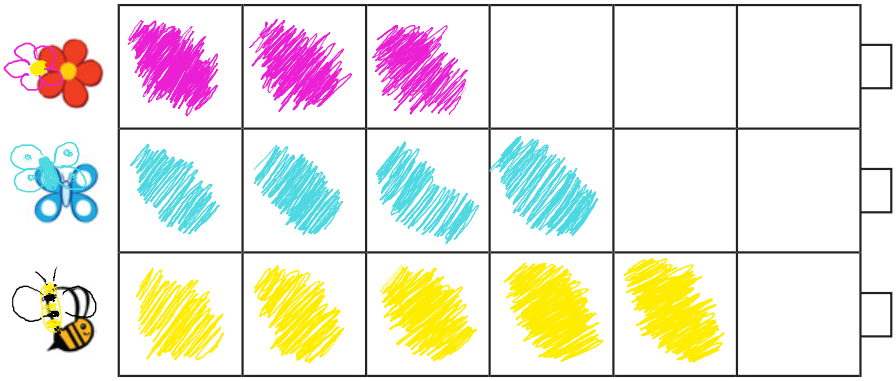


Nobuntu bestudeer plante en insekte. Sy neem 'n foto van 'n veld.

Nobuntu studies plants and insects. She takes a photo of a field.

1 Bou torings van blokkies!
Build cube towers!

2 Kleur die blokkies in om die aantal blomme, bye en skoenlappers te wys.
Colour in the blocks to show the number of flowers, bees and butterflies.

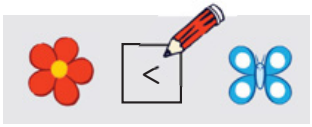


28

Stel data voor

3 Vergelyk. Skryf >, < of =.
Compare. Write >, < or =.

Beantwoord die vrae op hierdie bladsy deur die data in vraag 2 te bestudeer.
Study the data from question 2 to answer the questions on this page.



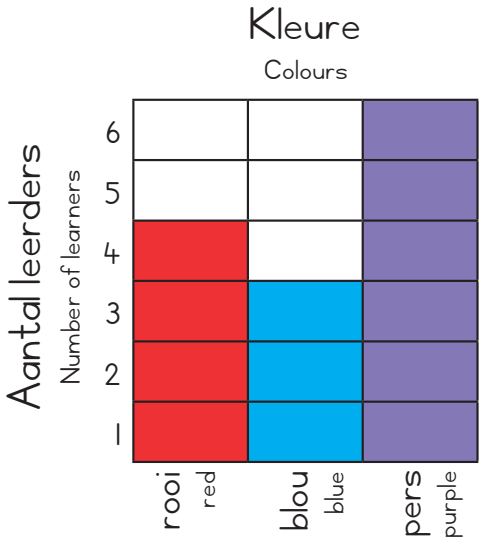
4 Hoeveel meer bye is daar as skoenlappers?
How many more bees than butterflies?
1 more

Hoeveel meer skoenlappers is daar as blomme?
How many more butterflies than flowers?
1 more

Hoeveel insekte is daar?
How many insects?
9

5

Sindi vra 'n paar maats wat hulle gunstelingkleure is.
Sindi asked some friends about their favourite colours.



Wat is die gunstelingkleur?
What is the favourite colour?
purple

Hoeveel meer leerders hou van pers as van blou?
How many more learners like purple than blue?
2 more

Hoeveel leerders het Sindi oor hulle gunstelingkleur gevra?
How many learners did Sindi ask about their favourite colour?
13 learners

Working with time data

HOOFREKENE MENTAL MATHS | 10 MEER/10 MINDER 10 MORE/10 LESS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

1

Steek julle hand op as julle in Januarie verjaar. Bring julle blokkies na my toe.

Raise your hand if your birthday is in January. Bring me your blocks.

2

Hoeveel leerders verjaar in Februarie? En hoeveel in Maart? Bring julle blokkies na my toe.

How many learners have birthdays in February? And March? Bring me your blocks.

Gaan voort om te vra hoeveel kinders in elke maand verjaar. Bou torings van multifix-blokkies vir elke maand. Sit die basis van die blokkietorings op 'n reguit lyn sodat dit maklik vergelyk kan word.

Continue asking learners how many children have birthdays in each of the months. Use multifix blocks to make towers for each month. The block towers must have a common baseline so that it is easier to compare them.

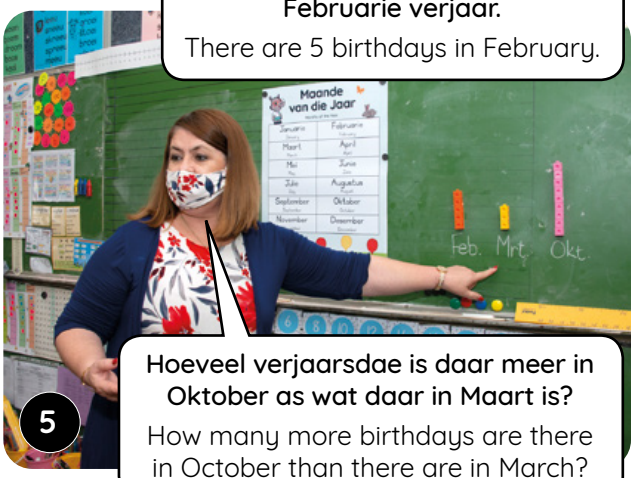
3

Daar is niemand wat in September verjaar nie.

There are no birthdays in September.

Daar is 5 kinders wat in Februarie verjaar.

There are 5 birthdays in February.



5

Hoeveel verjaarsdae is daar meer in Oktober as wat daar in Maart is?

How many more birthdays are there in October than there are in March?

4

In watter maand verjaar die meeste kinders?

Which month has the most birthdays?

In die maand met die hoogste blokkietoring.

The month with the tallest block tower.

Gee die leerders tyd om te gesels oor die data wat deur die multifix-blokkies voorgestel word. Die lyn van die gemeenskaplike basis van elke toring van blokkies maak dit makliker om die verskille in die torings raak te sien.

Allow the learners time to talk about the data as represented by the multifix blocks, helping them to understand that one multifix block represents a learner's birthday month. The block towers have a common baseline so that it is easier to see the differences in the towers.

Werk met tyddata

WEEK 3 • WEEK

DAG 4 • DAY 4

Werk met tyddata
Working with time data

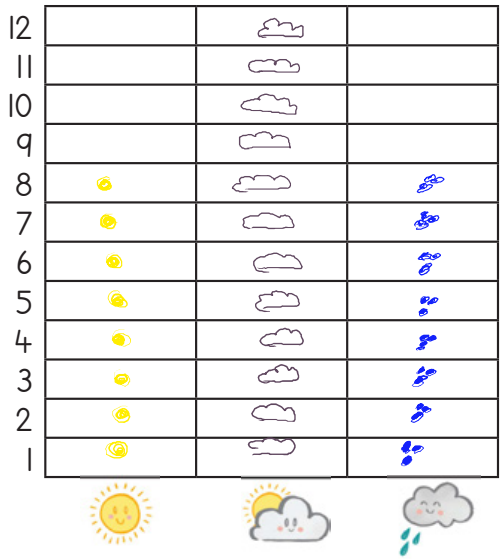
HOOFREKENE 10 MEER/10 MINDER
MENTAL MATHS 10 MORE/10 LESS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Februarie 2021
February 2021

Maandag Monday	Dinsdag Tuesday	Woensdag Wednesday	Donderdag Thursday	Vrydag Friday	Saterdag Saturday	Sondag Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

1 Gebruik hierdie kleure om die piktogram te voltooi.
Complete the pictograph using these colours.

Gebruik oranje of geel. Use orange or yellow.	Gebruik grys of swart. Use grey or black.	Gebruik groen of blou. Use green or blue.



Hoeveel? How many? 8

Hoeveel? How many? 12

Hoeveel? How many? 8

Working with time data

2 Hoeveel dae was daar in Februarie 2021?
How many days in February 2021? 28 days

Waarvan was daar meer:  of  ?
Which were more: or ?

Hoeveel meer?
How many more? 4 more

Waarvan was daar meer:  of  ?
Which were more: or

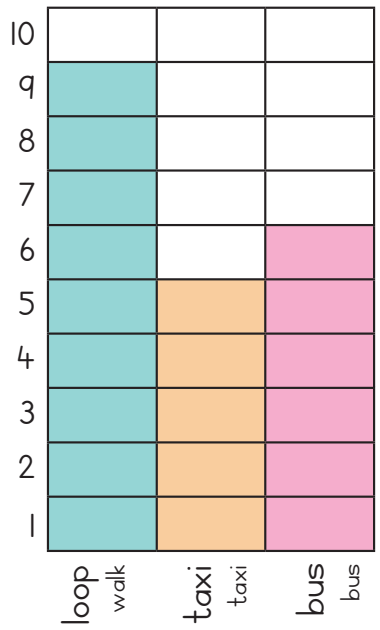
Hoeveel meer?
How many more? 4 more

Hoeveel naweekdae was daar?
How many weekend days? 8

Hoeveel skooldae was daar?
How many school days? 20

Watter weer het die meeste in Februarie 2021 voorgekom?
What was the most common weather in February 2021? partly cloudy

3 Sam vra sy maats uit oor hoe hulle skool toe kom. Hy teken hierdie grafiek om die data te wys.
Sam asked his friends how they travel to school. He drew this graph to show the data.



Hoeveel maats het Sam gevra?
How many friends did Sam ask? 20

Is daar meer leerders wat loop of wat met 'n taxi ry?
Do more learners walk or take a taxi?
more walk

Hoeveel leerders meer?
How many more? 4 more

Is daar meer leerders wat met 'n taxi of wat met 'n bus ry?
Do more learners take a taxi or a bus?
more take a bus

Hoeveel leerders meer?
How many more? 1 more

WEEK 3 • WEEK

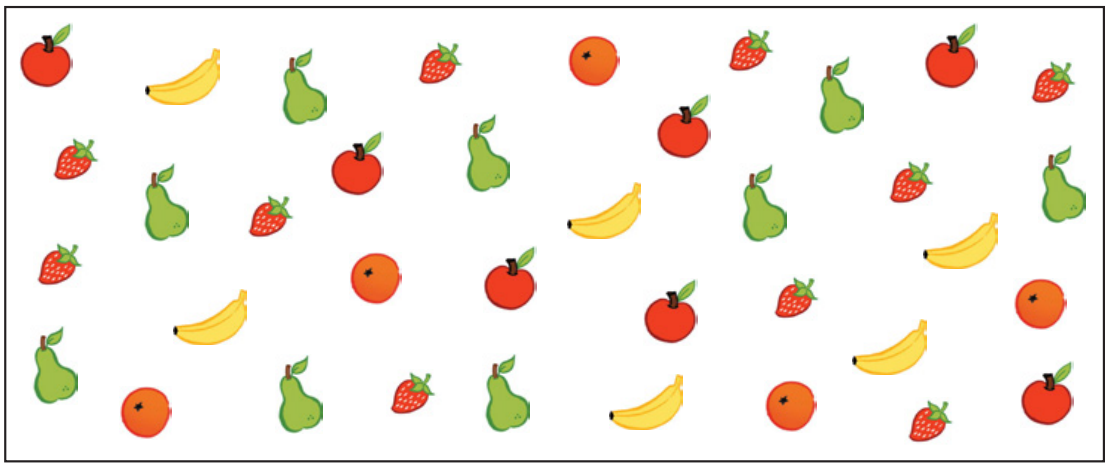
DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
data	data
sorteer	sort
piktogram	pictograph
die meeste	most
die minste	least



1 Tel die vrugte.
Count the fruit.

	7		9		10		5		6

2 Voltooi die piktogram.
Complete the pictograph.

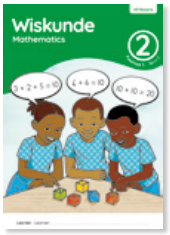
Soorte vrugte
Types of fruit

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

Hoeveel pere is daar? How many pears? 9	Hoeveel appels is daar? How many apples? 7
Van watter vrugte is daar die meeste? Which fruit do we have the most of? strawberries	
Wat is die verskil tussen die aantal pere en die aantal appels? What is the difference between the number of pears and the number of apples? 2 more pears	
Hoeveel piesangs is daar? How many bananas? 6	Hoeveel lemoene is daar? How many oranges? 5
Wat is die verskil tussen die aantal lemoene en die aantal piesangs? What is the difference between the number of oranges and the number of bananas? 1 more banana	

Optelling van 10’e en 1’e

	Hulpbronne
Hoofrekene: Fizz-Pop – verdubbel getalle tot 75	geen
Speletjie: Jaag resies tot by 100	dobbelstene




Dag	Lesaktiwiteit	Leshulpbronne
1	Tel tiene op	LAB, basis 10-blokkies (onderwyser en leerder)
2	Tel 10’e en 1’e op	LAB, basis 10-blokkies
3	Tel 10’e en 1’e op	LAB, basis 10-blokkies
4	Optellingswoordprobleme	LAB, basis 10-blokkies
5	Vaslegging en assessering vir leer	LAB

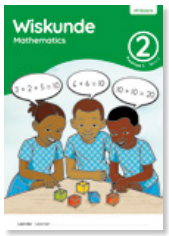
Ná hierdie week behoort die leerder in staat te wees om	✓
’n dubbelsyfergetal by ’n dubbelsyfergetal te tel, sonder om die tien te oorbrug.	
optellingsprobleme met basis 10-blokkies op te los en in tiene en ene op te tel.	
optellingswoordprobleme met basis 10-blokkies op te los en in tiene en ene op te tel.	

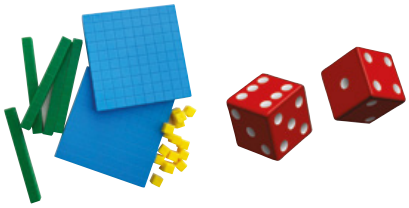
Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – tel in 1’e en 10’e op

Adding 10s and 1s

	Resources
Mental Maths: Fizz Pop – doubling numbers to 75	none
Game: Race to 100	dice





Day	Lesson activity	Lesson resources
1	Adding tens	LAB, base 10 blocks (teacher and learner)
2	Adding 10s and 1s	LAB, base 10 blocks
3	Adding 10s and 1s	LAB, base 10 blocks
4	Addition word problems	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
adding a double digit to a double digit, without bridging the ten.	
solving addition problems by using base 10 blocks and adding in tens and ones.	
solving addition word problems by using base 10 blocks and adding in tens and ones.	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – adding 1s and 10s

Optelling van 10’e en 1’e

Hoofrekene

Ons speel hierdie week Fizz–Pop, met die fokus op verdubbeling. Dit is belangrik dat die leerders verdubbeling moet oefen en hierdie berekeningstrategie doeltreffend moet kan gebruik. ’n Begrip van verdubbeling is nodig aangesien die leerders van vermenigvuldiging begin leer.

Speletjie

Ons speel hierdie week die speletjie, Vinnige wiskunde met dobbelstene – jaag resies tot by 100. Die leerders speel saam in pare met een dobbelsteen in hierdie speletjie. Hulle maak beurte om die dobbelsteen te gooi en hou aan om die pasgegooide getal by te tel totdat hulle by 100 kom. Hierdie speletjie help die leerders om optellingsprobleme met behulp van hoofrekene op te los asook om probleme vinnig en doeltreffend op te los.

Konsepontwikkeling

Ons konsentreer hierdie week op probleme wat optelling behels. Die leerders los optellingsprobleme op sonder om tien te oorbrug en gebruik basis 10-blokkies om hulle daarmee te help. Hulle oefen om probleme op te los deur tiene en ene op/by te tel ten einde vinnig en doeltreffend te kan werk. Terwyl ons met optelling werk, konsentreer ons daarop om:

- ’n dubbelsyfergetal by ’n dubbelsyfergetal te tel, sonder om die tien te oorbrug.
- optellingsvrae en woordprobleme met basis 10-blokkies op te los en met tiene en ene op te tel.

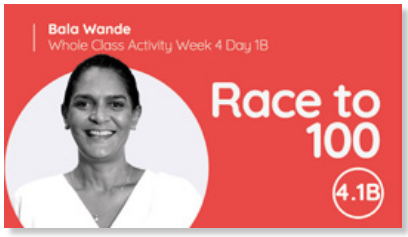
Waarna jy hierdie week moet oplet

- Basis 10-blokkies is ’n nuttige, konkrete voorstelling in wiskunde, en die gebruik van hierdie blokkies stel die leerders in staat om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle die blokkies aangewend het om oor 10’e en 1’e te kan praat wanneer hulle optel. Die vermoë om oplossings te verbaliseer en regverdiging vir metodes te gee, is ’n wesenlike aspek van die ontwikkeling van begrip in wiskunde.
- Belangrike woordeskat: **verdubbeling**, **tiene**, **ene**, **optelling**

Adding 10s and 1s

Mental Maths

This week we will play Fizz Pop with a focus on doubling. It is important for learners to practise doubling, and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.



Game

This week we play the game Fast maths with dice – race to 100. In this game, learners play in pairs with one dice. Learners take turns to throw the dice and to keep adding the newly thrown number until they reach 100. This game helps learners to solve addition problems mentally and will help them to solve problems quickly and efficiently.

Concept development

This week we focus on problems that involve addition. Learners will solve addition problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by adding tens and ones, so as to work quickly and efficiently. In our work on addition, we will focus on:

- adding a double digit number to a double digit number, without bridging the ten.
- solving addition questions and word problems by using base 10 blocks and adding in tens and ones.

What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation, and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they add. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary**: doubling**, **tens**, **ones**, **addition**

Tel tiene op

HOOFREKENE MENTAL MATHS | **FIZZ-POP – VERDUBBEL** FIZZ POP – DOUBLING → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → **SPELETJIE** GAME → **WERKKAARTE** WORKSHEETS

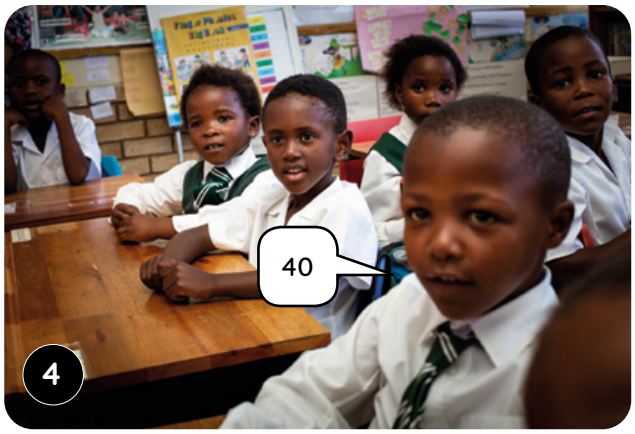
HOOFREKENE | MENTAL MATHS

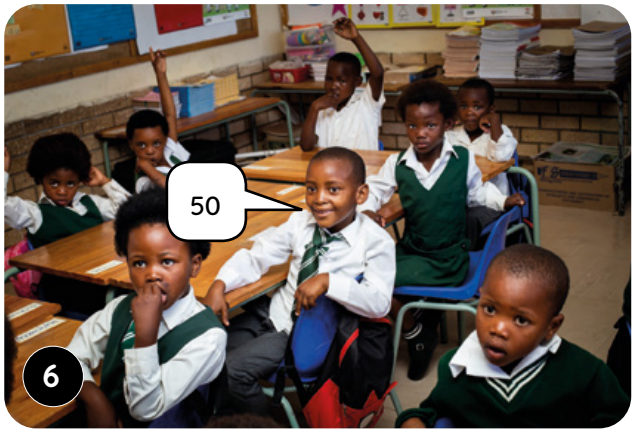
Gee geleenthede aan die leerders om verdubbeling te oefen deur die Fizz-Pop-speletjie te speel.

Provide opportunities for learners to practise doubling by playing Fizz Pop.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.





Adding tens

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Voltooi die getalsinne. Skryf die 10'e en 1'e neer.
Complete the number sentences. Write the 10s and 1s.

99 = _____ + _____
46 = _____ + _____
28 = _____ + _____
69 = _____ + _____
17 = _____ + _____

33 = _____ + _____
58 = _____ + _____
73 = _____ + _____
88 = _____ + _____
76 = _____ + _____

Dag 2 Day 2

Voltooi die getalsinne. Skryf die 10'e en 1'e neer.
Complete the number sentences. Write the 10s and 1s.

19 = _____ + _____
82 = _____ + _____
27 = _____ + _____
45 = _____ + _____
91 = _____ + _____

36 = _____ + _____
55 = _____ + _____
68 = _____ + _____
73 = _____ + _____
85 = _____ + _____

Dag 3 Day 3

Maak die volgende met julle plekwaardekaarte:
Use your place value cards to make:

16
65
84
55
27

38
71
43
98
12

Dag 4 Day 4

Maak die volgende met julle plekwaardekaarte:
Use your place value cards to make:

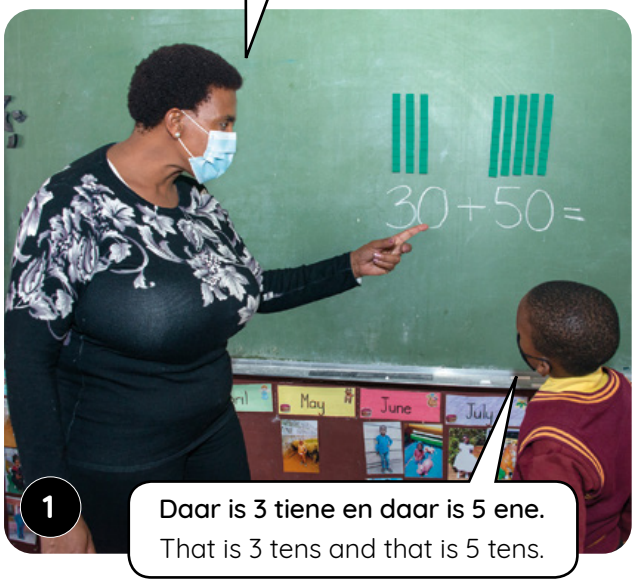
58
29
71
33
82

17
44
96
65
28

Tel tiene op

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

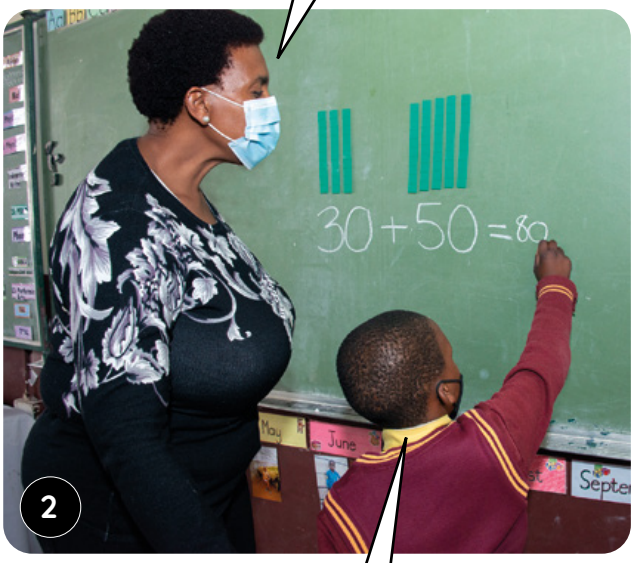
Kom ons tel tiene met ons blokkies op. Hoeveel het ek hier?
Let's use blocks to add tens. How much have I got here?



1

Daar is 3 tiene en daar is 5 ene.
That is 3 tens and that is 5 tens.

Wat moet ons doen om hierdie getalle op te tel?
What should we do to add these numbers?



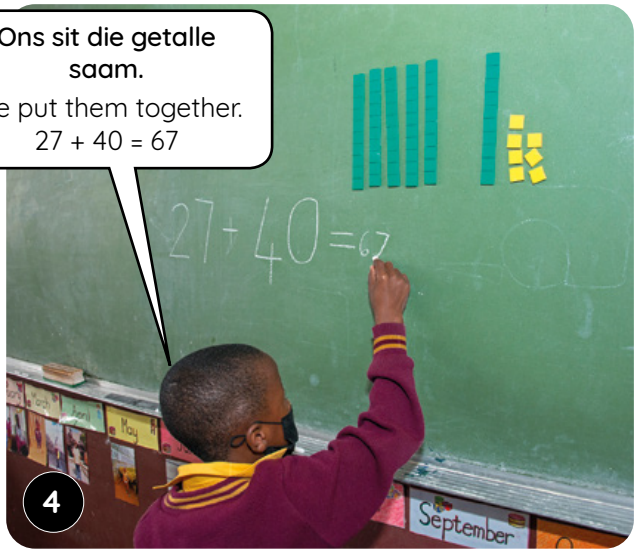
2

Ons sit die getalle saam.
We put them together.
30 + 50 = 80

Wat is 27 + 40?
What is 27 + 40?

3

Ons sit die getalle saam.
We put them together.
27 + 40 = 67



4

Gee veelvuldige geleenthede aan die leerders om tiene met of sonder basis 10-blokkies op te tel. Moedig hulle aan om te gesels oor die getalle wat hulle optel en die oplossings wat hulle kry.

Allow learners multiple opportunities to add tens with or without base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

Adding tens

WEEK • WEEK 4

DAG 1 • DAY 1

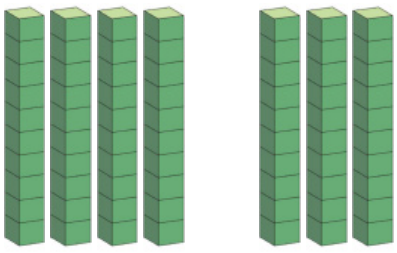
Tel tiene op
Adding tens

HOOFREKENE / MENTAL MATHS | FIZZ-POP – VERDUBBEL / FIZZ POP – DOUBLING → SPELETJIE / GAME → KONSEPONTWIKKELING / CONCEPT DEVELOPMENT → WERKKAARTE / WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene – jaag resies tot by 100
Game: Fast maths with dice – race to 100

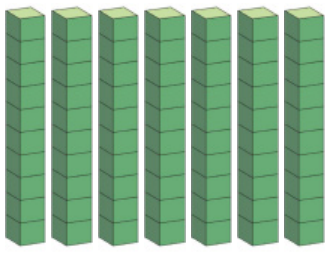
- Speel saam in pare.
  Play in pairs.
- Gooi die dobbelsteen. Onthou jou getal.
  Roll the dice. Remember your number.
- Maak beurte. Gooi weer.
  Take turns. Roll again.
- Tel die getalle op.
  Add the numbers together.
- Hou aan totdat julle by 100 uitkom.
  Keep going till you get to 100.

40 + 30 = ____



40 30

40 + 30 = 70



70

Jy kan met blokkies optel. Kom ons tel 10'e op.
You can use blocks to add. Let's add 10s.

Jy kan dit ook in jou kop doen!
You can also do it mentally!

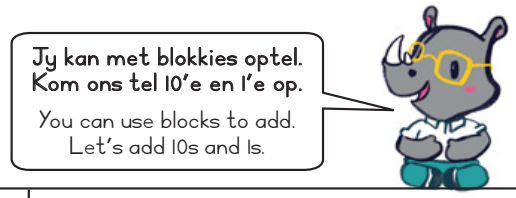
1 Los met blokkies op.
Solve using blocks.

40 + 20 = 60	10 + 40 = 50	50 + 20 = 70
20 + 60 = 80	40 + 40 = 80	80 + 20 = 100

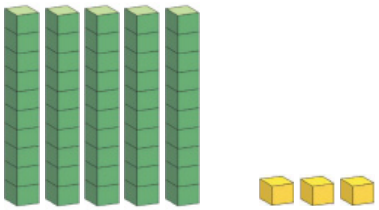
34

Tel tiene op

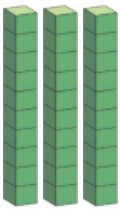
53 + 30 = ____



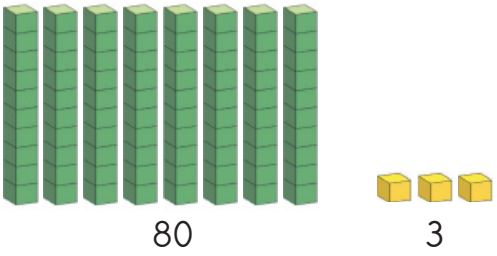
53 is dieselfde as 50 en 3.
53 is the same as 50 and 3.



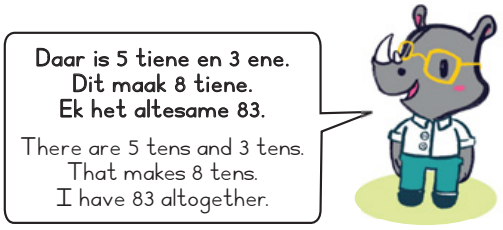
Ek tel 30 by.
I add 30.



Ek sit die blokkies bymekaar wanneer ek optel.
I put the blocks together when I add.



53 + 30 = 83



2 Los met of sonder blokkies op.

Solve with or without blocks.

22 + 50 = 72	41 + 20 = 61	54 + 40 = 94
26 + 30 = 56	17 + 60 = 77	45 + 40 = 85

Adding 10s and 1s

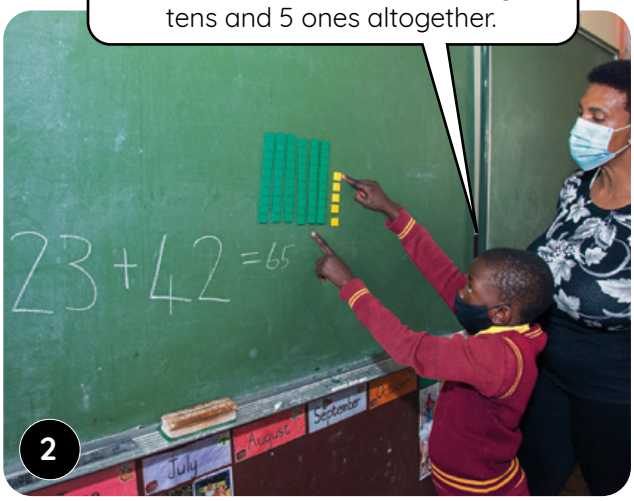
KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons tel met ons blokkies op. Wat kan ons doen?
Let's add using blocks. What can we do?

1

Kom ons tel 10'e en 1'e op.
Let's add 10s and 1s.

Ek tel die 1'e op en ek tel die tiene op. Ek kry altesame 6 tiene en 5 ene.
I add the 1s and I add the tens. I get 6 tens and 5 ones altogether.

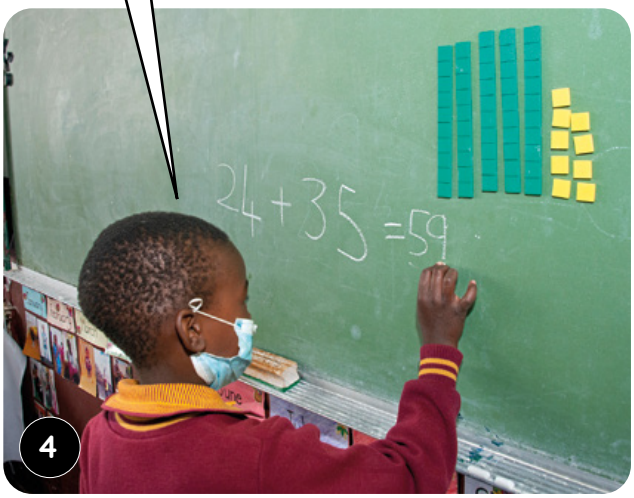


2

Kom ons doen nog een. Wat is 24 + 35?
Let's do another one. What is 24 + 35?

3

Ek kry altesame 5 tiene en 9 ene.
I get 5 tens and 9 ones altogether.



4

Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat 10'e en 1'e met of sonder basis 10-blokkies opgetel word, op te los. Moedig hulle aan om te gesels oor die getalle wat hulle optel en die oplossings wat hulle kry.

Allow learners multiple opportunities to solve problems involve adding 10s and 1s with or without base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

WEEK 4 • WEEK

DAG 2 • DAY 2

Tel 10'e en 1'e op
Adding 10s and 1s

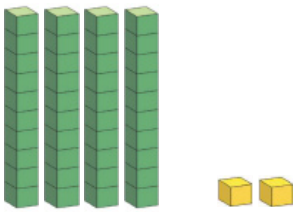
HOOFREKENE MENTAL MATHS | FIZZ-POP – VERDUBBEL FIZZ POP - DOUBLING → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Learners who don't need to use blocks can add mentally.

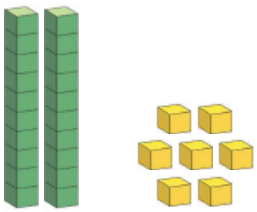
42 + 27 = ____

Jy kan met blokkies optel.
Kom ons tel 10'e en 1'e op.
You can use blocks to add.
Let's add 10s and 1s.

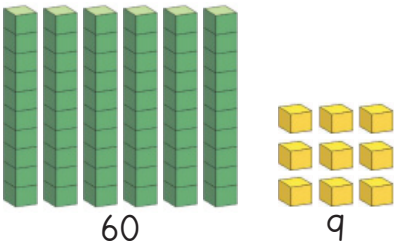
42 is dieselfde as 40 en 2.
42 is the same as 40 and 2.



Om 27 op te tel, is dieselfde as om 20 en 7 op te tel.
Adding 27 is the same as adding 20 and 7.



Ek sit die blokkies bymekaar wanneer ek optel.
I put the blocks together when I add.



42 + 27 = 69

4 tiene en 2 tiene maak 6 tiene.
2 ene en 7 ene maak 9 ene.
Ek het altesame 69.
4 tens and 2 tens makes 6 tens.
2 ones and 7 ones makes 9 ones.
I have 69 altogether.

1 Los met blokkies op.
Solve using blocks.

32 + 23 = 55	21 + 32 = 53	46 + 31 = 77
36 + 51 = 87	55 + 24 = 79	62 + 17 = 79

36

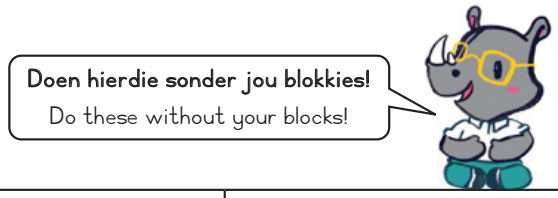
Adding 10s and 1s

2 Los met blokkies op.

Solve using blocks.

45 + 34 = 79	22 + 26 = 48	31 + 58 = 89
35 + 61 = 96	64 + 24 = 88	21 + 51 = 72

These 3 sets of tasks are linked.



3 Los op.

Solve.

30 + 20 = 50	30 + 30 = 60	20 + 40 = 60
50 + 30 = 80	40 + 30 = 70	70 + 20 = 90
70 + 10 = 80	50 + 40 = 90	60 + 30 = 90

38 + 20 = 58	37 + 30 = 67	27 + 40 = 67
58 + 30 = 88	44 + 30 = 74	72 + 20 = 92
71 + 10 = 81	53 + 40 = 93	64 + 30 = 94

38 + 21 = 59	37 + 32 = 69	27 + 41 = 68
58 + 31 = 89	44 + 33 = 77	72 + 25 = 97
71 + 12 = 83	53 + 45 = 98	64 + 34 = 98

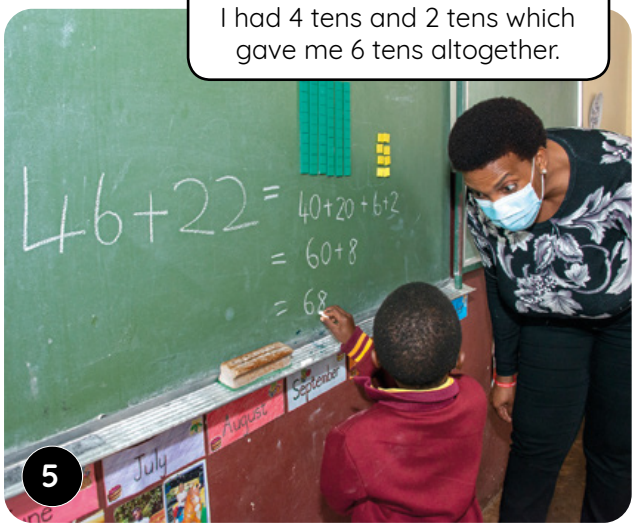
Tel 10'e en 1'e op

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Ek tel die 1'e op en ek tel die tiene op. Ek kry altesame 6 tiene en 8 ene.
I add the 1s and I add the tens. I get 6 tens and 8 ones altogether.

Ek het 4 tiene en 2 tiene, wat vir my altesame 6 tiene gee.
I had 4 tens and 2 tens which gave me 6 tens altogether.

Ek het 6 ene en 2 ene, wat vir my altesame 8 ene gee.
I had 6 ones and 2 ones which gave me 8 ones altogether.



Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat tiene en ene met of sonder blokkies opgetel word, op te los. Help die leerders om te sien hoe ons die getalsinne skryf om hulle bewerkings te wys.

Allow learners multiple opportunities to solve problems that involve adding tens and ones with or without blocks. Help the learners to see how we write the number sentences to show their working.

Adding 10s and 1s

WEEK • WEEK 4

DAG 3 • DAY 3

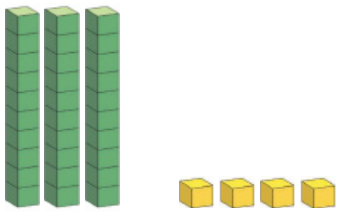
Tel 10'e en 1'e op
Adding 10s and 1s

HOOFREKENE MENTAL MATHS → FIZZ-POP – VERDUBBEL FIZZ POP – DOUBLING → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

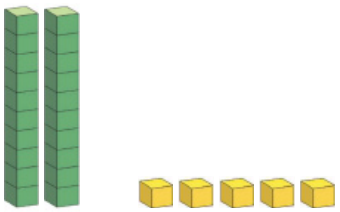
34 + 25 = ____

Kom ons wys nou ons werk met die blokkies en skryf ons werk in getalsinne.
Now let's show our work with the blocks and write our work in number sentences.

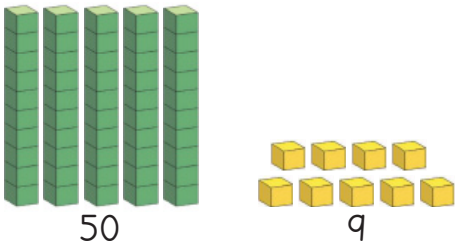
34 is dieselfde as 30 en 4.
34 is the same as 30 and 4.



Om 25 op te tel, is dieselfde as om 20 en 5 op te tel.
Adding 25 is the same as adding 20 and 5.



Ek sit die blokkies bymekaar wanneer ek optel.
I put the blocks together when I add.



34 + 25 = 30 + 20 + 4 + 5
= 50 + 9
= 59

Ons kan ons berekening soos volg skryf. Tel die 10'e en 1'e op. Wat kry ons altesame?
We can write our calculation like this. Add the 10s and the 1s. What do we get altogether?

1 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

24 + 12 = 20 + 10 + 4 + 2
= 30 + 6
= 36

42 + 25 = 40 + 20 + 2 + 5
= 60 + 7
= 67

38

Tel 10'e en 1'e op

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

33 + 23 = 30 + 20 + 3 + 3 = 50 + 6 = 36	61 + 32 = 60+30+1+2 = 90+3 = 93
23 + 54 = 20+50+3+4 = 70+7 = 77	42 + 55 = 40+50+2+5 = 90+7 = 97
22 + 44 = 20+40+2+4 = 60+6 = 66	74 + 11 = 70+10+4+1 = 80+5 = 85

3 Thando koop petrol vir R53. Hy koop kos vir R22. Hoeveel gee hy altesame uit?

Thando bought petrol for R53. He bought food for R22. How much did he spend altogether?

R53 + R22 = R50 + R20 + R3 + R2
= R70 + R5
= R75

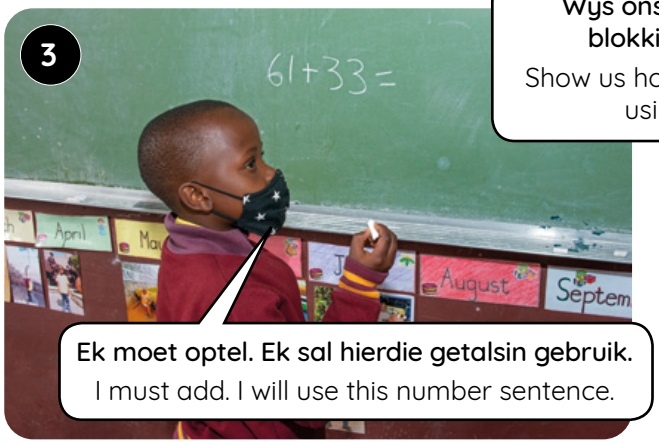
Oyama koop petrol vir R62. Hy koop kos vir R32. Hoeveel gee hy altesame uit?

Oyama bought petrol for R62. He bought food for R32. How much did he spend altogether?

R62 + R32 = R60 + R30 + R2 + R2
= R90 + R4
= R94

Addition word problems

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Herhaal die stappe met ander optellingswoordprobleme. Gee veelvuldige geleenthede aan die leerders om woordprobleme met basis 10-blokkies op te los. Moedig die leerders aan om so gou moontlik sonder blokkies te werk.

Repeat the steps with other addition word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks. Encourage learners to work without blocks as soon as they are able to.

Optellingswoordprobleme

WEEK • WEEK 4

DAG 4 • DAY 4

Optellingswoordprobleme
Addition word problems

HOOFREKENE MENTAL MATHS | FIZZ-POP – VERDUBBEL FIZZ POP – DOUBLING → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Kom ons skryf getalsinne met behulp van ons blokkies!
Let's use our blocks and write number sentences!

Model the worked example on the board using blocks and numbers.

1 Lebo koop 'n kortbroek vir R45 en 'n hemp vir R32. Hoeveel gee hy altesame uit?

Lebo bought shorts for R45 and a shirt for R32. How much did he spend altogether?

R45 + R32 = R40 + R30 + R5 + R2
= R70 + R7
= R77

Likho koop 'n bal vir R52 en sokkies vir R24. Hoeveel gee hy altesame uit?

Likho bought a ball for R52 and socks for R24. How much did he spend altogether?

R52 + R24 = R50 + R20 + R2 + R4
= R70 + R6
= R76

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

Learners who dont need blocks can complete this task without it.

36 + 31 = 30 + 30 + 6 + 1 = 60 + 7 = 36	43 + 25 = 40 + 20 + 3 + 5 = 60 + 8 = 68
55 + 24 = 50 + 20 + 5 + 4 = 70 + 9 = 79	41 + 38 = 40 + 30 + 1 + 8 = 70 + 9 = 79

40

Addition word problems

3 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

28 + 31 = 20 + 30 + 8 + 1 = 50 + 9 = 59	43 + 35 = 40+30+3+5 = 70+8 = 78
57 + 22 = 50+20+7+2 = 70 + 9 = 79	83 + 12 = 80+10+3+2 = 90+5 = 95
53 + 42 = 50+40+3+2 = 90 + 5 = 95	57 + 32 = 50+30+7+2 = 80+9 = 89
65 + 24 = 60+20+5+4 = 80 + 9 = 89	55 + 23 = 50+20+5+3 = 70+8 = 78

4

Thomas koop 'n boek vir R32 en papier vir R24. Hoeveel gee hy altesame uit?

Thomas bought a book for R32 and paper for R24. How much did he spend altogether?

R32 + R24 = R56

Fundi koop 'n woordeboek vir R36 en 'n notaboek vir R23. Hoeveel gee sy altesame uit?

Fundi bought a dictionary for R36 and a notebook for R23. How much did she spend altogether?

R36 + R23 = R59

WEEK 4 • WEEK

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
basistien-blokkies	base 10 blocks
Een 10 is dieselfde as tien 1's.	One 10 is the same as ten 1s.
Ek kan die tiene optel en ek kan die 1's optel.	I can add the tens and I can add the 1s.
Om 25 op te tel, is dieselfde as om 20 en 5 op te tel.	Adding 25 is the same as adding 20 and 5.

1 Los op.
Solve.

40 + 10 = 50	20 + 30 = 50	30 + 40 = 70
20 + 40 = 60	30 + 40 = 70	50 + 10 = 60
60 + 10 = 70	40 + 40 = 80	30 + 60 = 90

44 + 10 = 54	25 + 30 = 55	37 + 40 = 77
28 + 40 = 68	34 + 40 = 74	52 + 10 = 62
61 + 10 = 71	43 + 40 = 83	34 + 60 = 94

44 + 12 = 56	25 + 32 = 57	37 + 41 = 78
28 + 41 = 69	34 + 45 = 79	52 + 15 = 67
61 + 12 = 73	43 + 42 = 85	34 + 64 = 98

Consolidation

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

47 + 32 = 40+30+7+2 = 70+9 = 79	52 + 24 = 50+20+2+4 = 70+6 = 76
36 + 51 = 30+50+6+1 = 80+7 = 87	73 + 14 = 70+10+3+4 = 80+7 = 87

3 Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Thembi koop 'n teddiebeer vir R31 en 'n boek vir R26. Hoeveel gee sy altesame uit?

Thembi bought a teddy for R31 and a book for R26. How much did she spend altogether?

R31 + R26 = R30+R20+R1+R6
= R50 + R7
= R57

Ntando koop 'n hemp vir R44 en 'n bal vir R15. Hoeveel gee hy altesame uit?

Ntando bought a shirt for R44 and a ball for R15. How much did he spend altogether?

R44 + R15 = R40+R10+R4+R5
= R50+R9
= R59

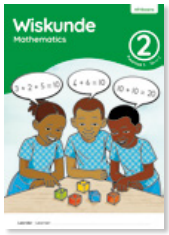
Permie koop appels vir R25 en piesangs vir R12. Hoeveel gee sy altesame uit?

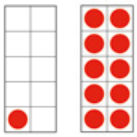
Permie bought apples for R25 and bananas for R12. How much did she spend altogether?

R25 + R12 = R37

Aftrekking van 10'en 1'e

	Hulpbronne
Hoofrekene: Hoeveel om 20 te kry?	kolkaarte
Speletjie: Jaag resies tot by 0	dobbelstene





Dag	Lesaktiwiteit	Leshulpbronne
1	Trek tiene af	LAB, basis 10-blokkies (onderwyser en leerder)
2	Trek 10'e en 1'e af	LAB, basis 10-blokkies
3	Trek 10'e en 1'e af	LAB, basis 10-blokkies
4	Aftrekkingswoordprobleme	LAB, basis 10-blokkies
5	Vaslegging en assessering vir leer	LAB

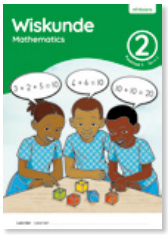
Ná hierdie week behoort die leerder in staat te wees om	✓
'n dubbelsyfergetal van 'n dubbelsyfergetal af te trek, sonder om die tien te oorbrug.	
aftrekkingsprobleme met basis 10-blokkies op te los en tiene en ene af te trek.	
aftrekkingswoordprobleme met basis 10-blokkies op te los en met tiene en ene af te trek.	

Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Getalle, Bewerkings en Verwantskappe – trek 10'e en 1'e af

Subtracting 10s and 1s

	Resources
Mental Maths: How much to make 20?	dot cards
Game: Race to 0	dice



Day	Lesson activity	Lesson resources
1	Subtracting tens	LAB, base 10 blocks (teacher and learner)
2	Subtracting 10s and 1s	LAB, base 10 blocks
3	Subtracting 10s and 1s	LAB, base 10 blocks
4	Subtraction word problems	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
subtracting a double digit from a double digit, without bridging the ten.	
solving subtraction problems by using base 10 blocks and subtracting tens and ones.	
solving subtraction word problems by using base 10 blocks and subtracting in tens and ones.	

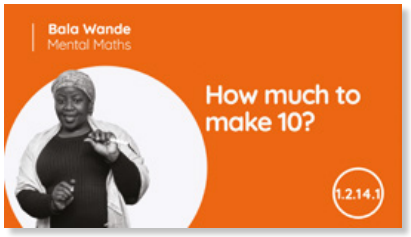
Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – subtracting 10s and 1s

Aftrekking van 10'en 1'e

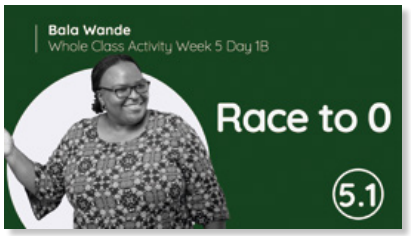
Hoofrekene

In Hoofrekene hierdie week maak ons 20. Ons bou met behulp van kolkaarte voort op en lê kennis van die **getalkombinasies van 10** vas. Die leerders moet 10 visualiseer deur die tienrame, wat deur die gedrukte kolkaarte geskep is, vol te maak om 20 te maak. Hierdie aktiwiteit versterk die leerders se begrip van hul getalkombinasies van 10 en additiewe verwantskappe.



Speletjie

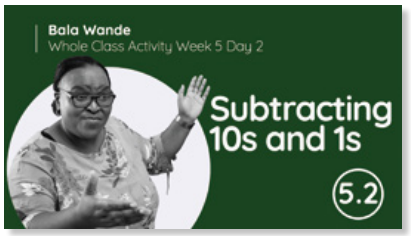
Ons speel hierdie week die speletjie, Vinnige wiskunde met dobbelstene – jaag resies tot by 0. Die leerders oefen **aftrekking** met hierdie speletjie deur die getal wat gegooi is, herhaaldelik van 'n getal af te trek totdat hulle by 0 uitkom. Hoewel party leerders steeds die aftrekkingsprobleme wil oplos deur van die getal af terug te tel, is dit belangrik om hulle aan te moedig om die probleme in hulle kop te probeer oplos.

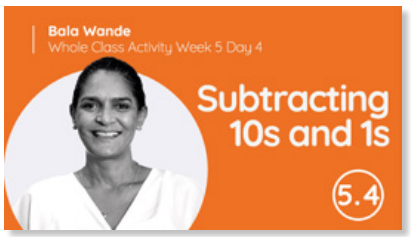


Konsepontwikkeling

Ons konsentreer hierdie week op probleme wat aftrekking behels. Die leerders moet aftrekkingsprobleme oplos sonder om tien te oorbrug en moet basis 10-blokkies gebruik om hulle daarmee te help. Hulle oefen om probleme op te los deur tiene en ene af te trek ten einde vinnig en doeltreffend te werk. Terwyl ons met aftrekking werk, konsentreer ons daarop om:

- 'n dubbelsyfergetal van 'n dubbelsyfergetal af te trek, sonder om die tien te oorbrug.
- aftrekkingsvrae en woordprobleme met basis 10-blokkies op te los en met tiene en ene af te trek.





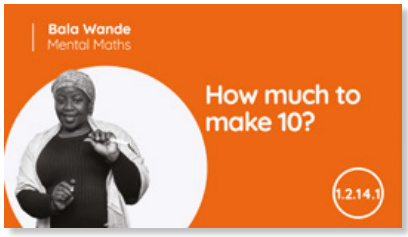
Waarna jy hierdie week moet oplet

- Basis 10-blokkies is 'n nuttige, konkrete voorstelling in wiskunde, en die gebruik van hierdie blokkies stel die leerders in staat om berekeninge te visualiseer. Moedig gesprekke tussen die leerders aan sodat hulle kan gesels oor hoe hulle die blokkies aangewend het om oor 10'e en 1'e te praat terwyl hulle aftrek. Die vermoë om oplossings te verbaliseer en regverdiging vir metodes te gee, is 'n wesenlike aspek van die ontwikkeling van begrip in wiskunde.
- Belangrike woordeskat: **tiene**, **ene**, **aftrekking**

Subtracting 10s and 1s

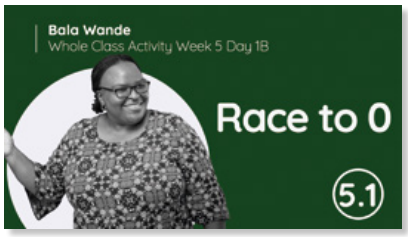
Mental Maths

In Mental Maths this week we make 20. We build on and consolidate knowledge of the **bonds of 10** using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of 10 and additive relations.



Game

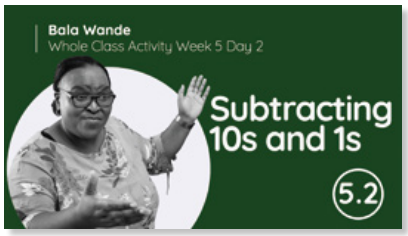
This week we will play the game Fast maths with dice – race to 0. In this game, learners will practise **subtraction**, by repeatedly subtracting the number rolled until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, it is important to encourage learners to work towards solving the problems mentally.

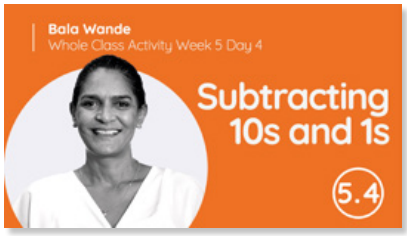


Concept development

This week we focus on problems that involve subtraction. Learners will solve subtraction problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by subtracting tens and ones, so as to work quickly and efficiently. In our work on subtraction, we will focus on:

- subtracting a double digit number from a double digit number, without bridging the ten.
- solving **subtraction** questions and word problems by using base 10 blocks and subtracting in tens and ones.





What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary: **tens**, **ones**, **subtraction**

Trek tiene af

HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Oefen om 20 met behulp van kolkaarte te kry.

Practise making 20 using dots cards.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Subtracting tens

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Maak die volgende met jou basis 10-blokkies:
Use your base 10 blocks to make:

52

29

84

36

65

13

91

45

78

89

Dag 2 Day 2

Maak die volgende met jou basis 10-blokkies:
Use your base 10 blocks to make:

56

43

81

78

29

19

31

94

67

88

Dag 3 Day 3

Voltooi die getalsinne. Skryf die 10'e en 1'e neer.
Complete the number sentences. Write the 10s and 1s.

96 = _____ + _____

28 = _____ + _____

71 = _____ + _____

32 = _____ + _____

87 = _____ + _____

65 = _____ + _____

14 = _____ + _____

41 = _____ + _____

53 = _____ + _____

35 = _____ + _____

Dag 4 Day 4

Voltooi die getalsinne. Skryf die 10'e en 1'e neer.
Complete the number sentences. Write the 10s and 1s.

12 = _____ + _____

86 = _____ + _____

31 = _____ + _____

25 = _____ + _____

73 = _____ + _____

94 = _____ + _____

47 = _____ + _____

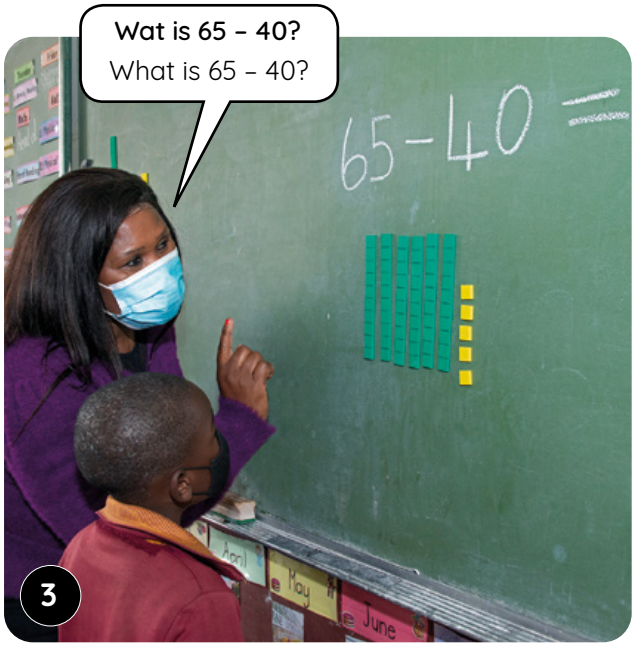
18 = _____ + _____

66 = _____ + _____

54 = _____ + _____

Trek tiene af

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Gee veelvuldige geleenthede aan die leerders om tiene met of sonder blokkies af te trek. Die leerders moet ook hul eie basis 10-blokkies gebruik. Moedig hulle aan om te gesels oor die getalle wat hulle aftrek en die oplossings wat hulle kry.

Allow learners multiple opportunities to subtract tens with or without blocks. Learners must also use their own base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.

Subtracting tens

WEEK • WEEK 5

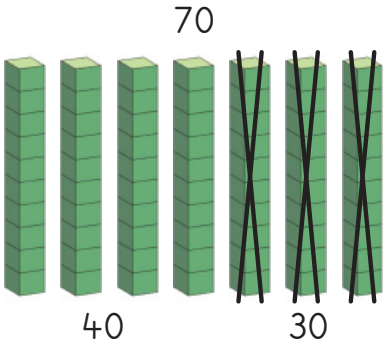
DAG 1 • DAY 1

Trek tiene af
Subtracting tens

HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met dobbelstene – jaag resies tot by 0
Game: Fast maths with dice – race to 0

- Speel saam in pare.
  Play in pairs.
- Gooi die dobbelstene.
  Trek jou getal van 100 af.
  Roll the dice. Subtract your number from 100.
- Maak beurte.
  Gooi weer.
  Take turns. Roll again.
- Hou aan aftrek totdat julle by 0 uitkom.
  Keep subtracting till you get to 0.



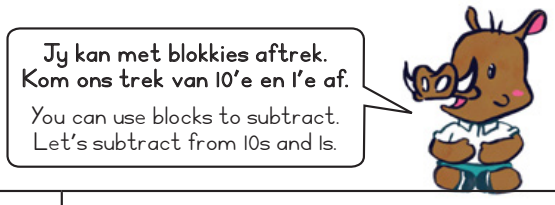
70 – 30 = 40

1 Los met blokkies op.
Solve using blocks.

60 – 30 = 30	40 – 20 = 20	50 – 20 = 30
60 – 50 = 10	80 – 40 = 40	90 – 60 = 30

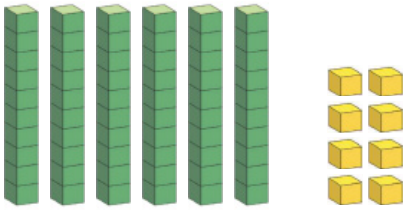
Trek tiene af

68 – 30 = ____



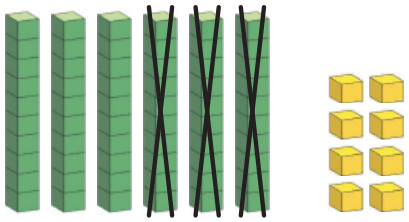
68 is dieselfde as 60 en 8.

68 is the same as 60 and 8.



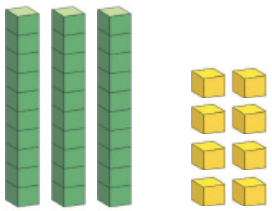
Ek neem 30 weg.

I take away 30.

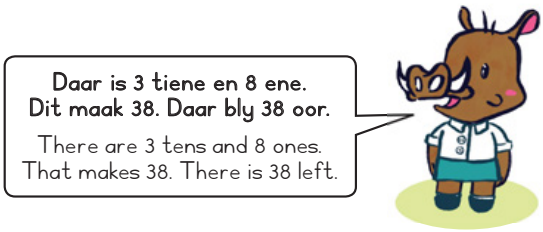


Ek kyk wat oorbly nadat ek afgetrek het.

I check what is left after I have subtracted.



68 – 30 = 38



2 Los met of sonder blokkies op.

Solve with or without blocks.

63 – 20 = 43	59 – 30 = 29	72 – 40 = 32
87 – 30 = 57	68 – 60 = 8	45 – 10 = 35

Subtracting 10s and 1s

HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Kom ons trek met blokkies af. Wat kan ons doen?
Let's subtract using blocks. What can we do?

1

Kom ons trek 10'e en 1'e af.
Let's subtract 10s and 1s.

2

Ek trek die 1'e af en ek trek die 10'e af. Daar bly 2 tiene en 3 ene oor.
I subtract the 1s and I subtract the 10s. I am left with 2 tens and 3 ones.

Kom ons doen nog een. Wat is 69 – 25?
Let's do another one. What is 69 – 25?

3

4

Daar bly altesame 4 tiene en 4 ene oor.
I am left with 4 tens and 4 ones altogether.

Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat 10'e en 1'e met of sonder blokkies afgetrek word, op te los. Moedig hulle aan om te gesels oor die getalle wat hulle aftrek en die oplossings wat hulle kry.

Allow learners multiple opportunities to solve problems involve subtracting 10s and 1s with or without blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.

WEEK • WEEK 5

DAG 2 • DAY 2

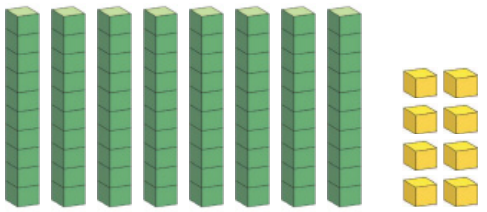
Trek 10'e en 1'e af
Subtracting 10s and 1s

HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

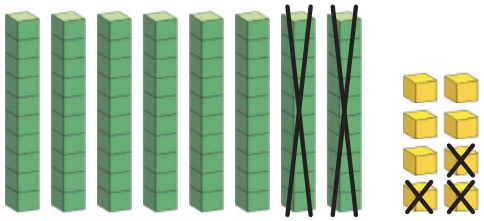
88 – 23 = ____

Jy kan met blokkies aftrek. Kom ons trek 10'e en 1'e af.
You can use blocks to subtract. Let's subtract 10s and 1s.

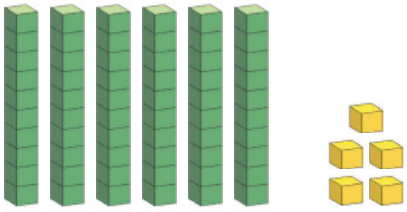
88 is dieselfde as 80 en 8.
88 is the same as 80 and 8.



Om 23 af te trek, is dieselfde as om 20 en 3 af te trek.
Subtracting 23 is the same as subtracting 20 and 3.



Ek neem blokkies weg wanneer ek aftrek.
I take away blocks when I subtract.



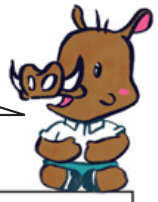
88 – 23 = 65

Daar bly 6 tiene en 5 ene oor. Dit maak 65. Daar bly 65 oor nadat ek afgetrek het.
There are 6 tens and 5 ones left. That makes 65. I have 65 left after I subtract.

1 Los met blokkies op.
Solve using blocks.

58 – 24 = 34	63 – 32 = 31	46 – 31 = 15
86 – 54 = 32	55 – 42 = 13	69 – 17 = 52

Subtracting 10s and 1s



2 Los met blokkies op.

Solve using blocks.

45 – 34 = 11	83 – 42 = 41	99 – 57 = 42
39 – 11 = 28	64 – 51 = 13	77 – 63 = 14

Show the link between these calculations.

3 Los op.

Solve.

40 – 20 = 20	70 – 30 = 40	80 – 10 = 70
50 – 30 = 20	80 – 40 = 40	90 – 50 = 40
60 – 20 = 40	90 – 60 = 30	70 – 10 = 60

45 – 20 = 25	78 – 30 = 48	86 – 10 = 76
59 – 30 = 29	82 – 40 = 42	93 – 50 = 43
67 – 20 = 47	94 – 60 = 34	71 – 10 = 61

45 – 22 = 23	78 – 36 = 42	86 – 15 = 71
59 – 37 = 22	82 – 42 = 40	93 – 51 = 42
67 – 23 = 44	94 – 61 = 33	71 – 11 = 60

Trek 10'e en 1'e af

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoe gaan julle blokkies gebruik om hierdie aftrekking te doen?
How will you use blocks to do this subtraction?

1

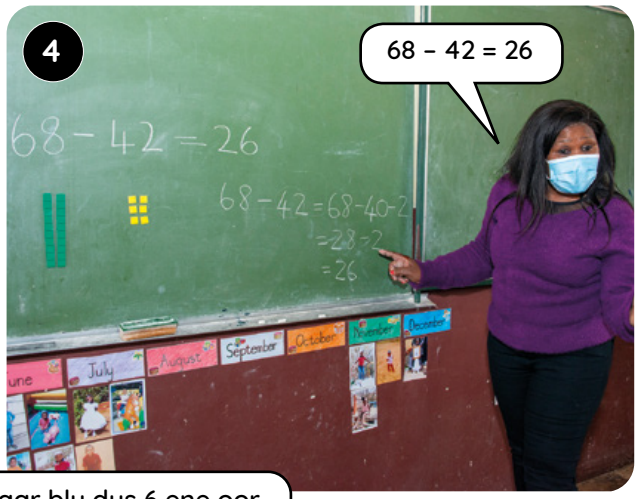
Ek trek die 1'e af en ek trek die 10'e af.
I subtract the 1s and I subtract the 10s.

2

Ek het 6 tiene gehad en ek het 4 tiene weggeneem. Daar bly dus 2 tiene oor.
I had 6 tens and I took away 4 tens, so I am left with 2 tens.

3

4



Ek het 8 ene gehad en ek het 2 ene weggeneem. Daar bly dus 6 ene oor.
I had 8 ones, and I took away 2 ones so I am left with 6 ones.

Gee veelvuldige geleenthede aan die leerders om probleme, wat behels dat tiene en ene met of sonder blokkies afgetrek word, op te los. Wys vir die leerders hoe ons die getalsinne skryf om hul bewerking te wys.

Allow learners multiple opportunities to solve problems that involve subtracting tens and ones with or without blocks. Help the learners to see how we write the number sentences to show their working.

Subtracting 10s and 1s

WEEK • WEEK 5

DAG 3 • DAY 3

Trek 10'e en 1'e af
Subtracting 10s and 1s

HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

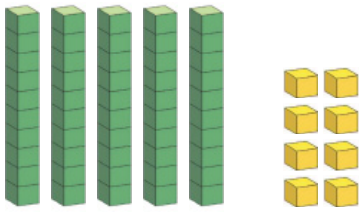
58 – 31 = ____

Jy kan met blokkies aftrek. Kom ons trek 10'e en 1'e af

You can use blocks to subtract. Let's subtract 10s and 1s.

58 is dieselfde as 50 en 8.

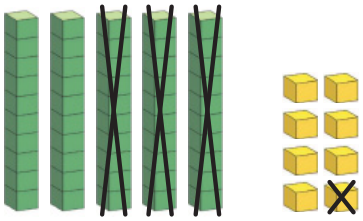
58 is the same as 50 and 8.



50 8

Om 31 af te trek, is dieselfde as om 30 en 1 af te trek.

Subtracting 31 is the same as subtracting 30 and 1.



50 – 30 8 – 1

58 – 31 = 58 – 30 – 1
= 28 – 1
= 27

Daar bly 2 tiene en 7 ene oor. Dit maak 27. Die verskil tussen 58 en 31 is 27.

There are 2 tens and 7 ones left. That makes 27. The difference between 58 and 31 is 27.

1 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

56 – 22 = 56 – 20 – 2 = 36 – 2 = 34	86 – 25 = 86 – 20 – 5 = 66 – 5 = 61
67 – 31 = 67 – 30 – 1 = 37 – 1 = 36	74 – 43 = 74 – 40 – 3 = 34 – 3 = 31

48

Trek 10'e en 1'e af

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

68 – 23 = 68 – 20 – 3 = 48 – 3 = 45	76 – 42 = 76 – 40 – 2 = 36 – 2 = 34
94 – 53 = 94 – 50 – 3 = 44 – 3 = 41	55 – 35 = 55 – 30 – 5 = 25 – 5 = 20
68 – 56 = 68 – 50 – 6 = 18 – 6 = 12	87 – 33 = 87 – 30 – 3 = 57 – 3 = 54

3 Maya het R85. Sy koop kos vir R21. Hoeveel geld het sy nou?

Maya has R85. She buys food for R21. How much money does she have now?

R85 – R21 = R85 – R20 – R1
= R65 – R1
= R64

Khanyi het R75. Hy koop 'n boek vir R34. Hoeveel geld het hy nou?

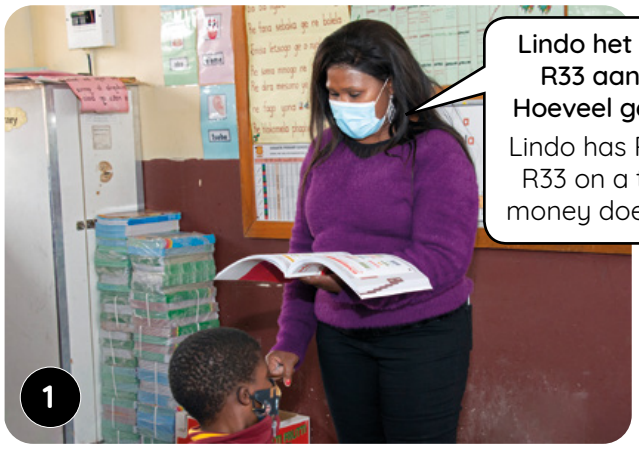
Khanyi has R75. He buys a book for R34. How much money does he have now?

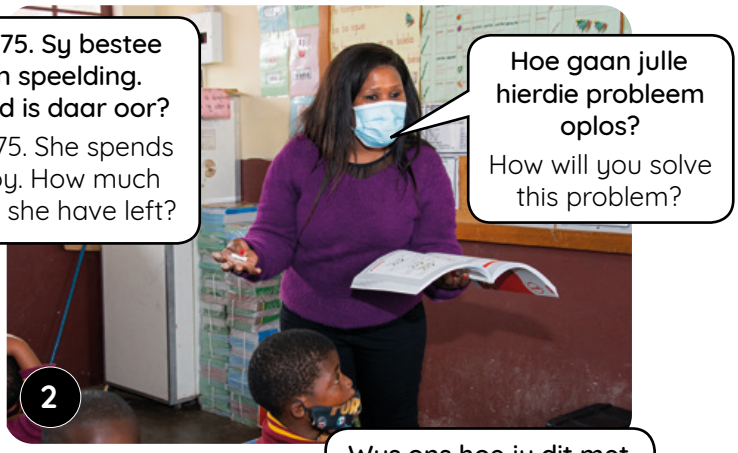
R75 – R34 = R75 – R30 – R4
= R45 – R4
= R41

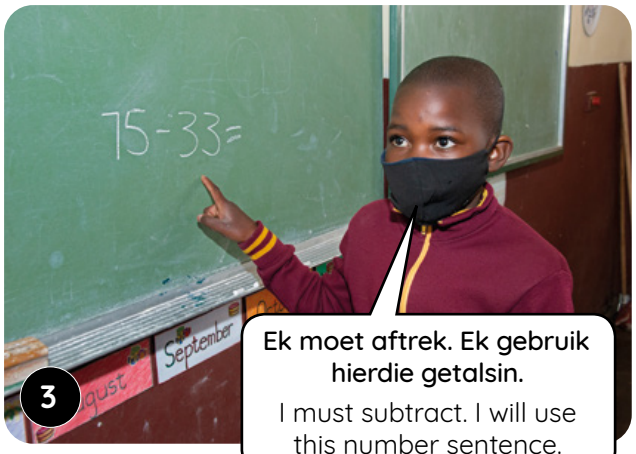
Subtraction word problems

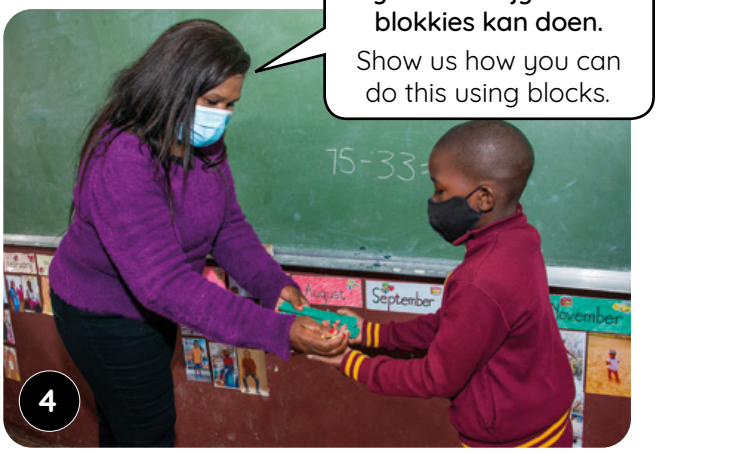
HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Herhaal die stappe met ander aftrekkingswoordprobleme. Gee die leerders veelvuldige geleenthede om woordprobleme met of sonder blokkies op te los.

Repeat the steps with other subtraction word problems. Allow learners multiple opportunities to solve word problems with or without blocks.

Aftrekkingswoordprobleme

WEEK • WEEK 5

DAG 4 • DAY 4

Trek 10'e en 1'e af
Subtracting 10s and 1s

HOOFREKENE MENTAL MATHS | GETALFEITE TOT 20 NUMBER FACTS TO 20 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Kom ons skryf getalsinne met behulp van ons blokkies.
Let's use our blocks and write number sentences!

Remember to keep the first number whole.

1 Bev het R55. Sy koop 'n tydskrif vir R23. Hoeveel geld het sy nou?
Bev had R55. She bought a magazine for R23. How much money does she have now?

R55 – R23 = R55 – R20 – R3
= R35 – R3
= R32

Brian het R75. Hy koop petrol vir R32. Hoeveel geld het hy nou?
Brian had R75. He bought petrol for R32. How much money does he have now?

R75 - R32 = R75 - R30 - R2
= R45 - R2
= R43

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

86 – 24 = 86 – 20 – 4 = 66 – 4 = 62	74 – 32 = 74 - 30 - 2 = 44 - 2 = 42
95 – 43 = 95 - 40 - 3 = 55 - 3 = 52	68 – 55 = 68 - 50 - 5 = 18 - 5 = 13

Subtraction word problems

3 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

28 – 21 = 28 – 20 – 1 = 8 – 1 = 7	67 – 31 = 67 – 30 – 1 = 37 – 1 = 36
78 – 43 = 78 – 40 – 3 = 38 – 3 = 35	83 – 12 = 83 – 10 – 2 = 73 – 2 = 71
53 – 42 = 53 – 40 – 2 = 13 – 2 = 11	57 – 32 = 57 – 30 – 2 = 27 – 2 = 25
89 – 42 = 89 – 40 – 2 = 49 – 2 = 47	76 – 24 = 76 – 20 – 4 = 56 – 4 = 52

4

Ndumiso het R55. Hy koop brood vir R23. Hoeveel geld het hy nou?

Ndumiso has R55. He buys bread for R23. How much money does he have now?

R55 – R23 = R32

Muzi het R58. Hy koop 'n bal vir R36. Hoeveel geld het hy nou?

Muzi has R58. He buys a ball for R36. How much money does he have now?

R58 – R36 = R22

WEEK • WEEK 5

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
basis 10-blokkies	base 10 blocks
Een 10 is dieselfde as tien 1's.	One 10 is the same as ten 1s.
Ek trek eers ene af en dan trek ek tiene af.	First I subtract ones, then I subtract tens.
Om 36 af te trek, is dieselfde as om 30 en 6 af te trek.	Subtracting 36 is the same as subtracting 30 and 6.

1 Los op. These 3 sets of tasks are related.
Solve.

30 – 10 = 20	50 – 20 = 30	60 – 10 = 50
40 – 20 = 20	80 – 30 = 50	90 – 50 = 40
70 – 30 = 40	60 – 40 = 20	70 – 10 = 60

35 – 10 = 25	57 – 20 = 37	67 – 10 = 57
49 – 20 = 29	86 – 30 = 56	94 – 50 = 44
76 – 30 = 46	65 – 40 = 25	79 – 10 = 69

35 – 12 = 23	57 – 23 = 34	67 – 11 = 56
49 – 24 = 25	86 – 35 = 51	94 – 52 = 42
76 – 34 = 42	65 – 42 = 23	79 – 12 = 67

Consolidation

Learners should only use blocks when needed.

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

67 – 32 = 67 - 30 - 2 = 37 - 2 = 35	87 – 24 = 87 - 20 - 4 = 67 - 4 = 63
56 – 41 = 56 - 40 - 1 = 16 - 1 = 15	99 – 57 = 99 - 50 - 7 = 49 - 7 = 42

3 Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Ndumiso het R68. Hy gee R22 uit. Hoeveel geld bly daar oor?

Ndumiso has R68. He spends R22. How much money does he have left over?

R68 - R22 = R68 - R20 - R2
= R48 - R2
= R46

Muzi het R99. Hy gee R45 uit. Hoeveel geld bly daar oor?

Muzi has R99. He spends R45. How much money does he have left over?

R99 - R45 = R99 - R40 - R5
= R59 - R5
= R54

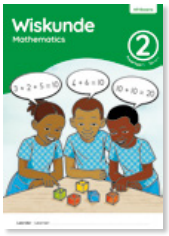
Vuyo het R55. Sy gee R20 uit. Hoeveel geld bly daar oor?

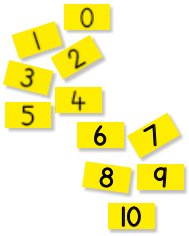
Vuyo has R55. She spends R20. How much money does she have left over?

R55 – R20 = R35

Getalle tot 100

	Hulpbronne
Hoofrekene: Springtel	100-blok
Speletjie: Vinnige wiskunde met kaarte – 6 minder en #Hutsmerk 100	getalkaarte





Dag	Lesaktiwiteit	Leshulpbronne
1	100-blok	LAB, 100-blok, multifix-blokkies
2	Ek weet dat ..., daarom weet ek ...	LAB, 100-blok
3	Tien meer en tien minder	LAB, 100-blok
4	Hutsmerk!	LAB, 100-blok
5	Vaslegging en assessering vir leer	LAB

Ná hierdie week behoort die leerder in staat te wees om	✓
die 10-struktuur op die 100-blok te identifiseer	
'n enkelsyfergetal met behulp van die 100-blok by 'n dubbelsyfergetal te tel of van 'n dubbelsyfergetal af te trek	
'n tien met behulp van die 100-blok by 'n dubbelsyfergetal te tel of van 'n dubbelsyfer af te trek	

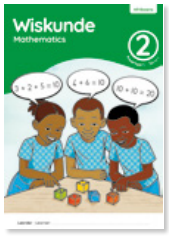
Assessering (sien die agterblaaie van hierdie gids)

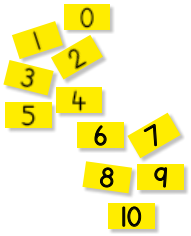
Skriftelike assessering: Patrone, Funksies en Algebra - getalpatrone

Mondelinge en praktiese assessering: Getalle, Bewerkings en Verwantskappe – getalle tot 100: Neem die leerders waar om vas te stel of hulle in staat is om met selfvertroue met behulp van 'n 100-blok met die getalgebied 0 tot 100 te werk.

Numbers to 100

	Resources
Mental Maths: Skip counting	100 square
Games: Fast maths with cards - 6 less and # Hashtag 100!	number cards





Day	Lesson activity	Lesson resources
1	100 square	LAB, 100 square, multifix blocks
2	I know..., therefore I know...	LAB, 100 square
3	Ten more and ten less	LAB, 100 square
4	Hashtag!	LAB, 100 square
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify the 10 structure on the 100 square.	
use the 100 square to add or subtract a single digit to or from a double digit.	
use the 100 square to add or subtract a ten to or from a double digit.	

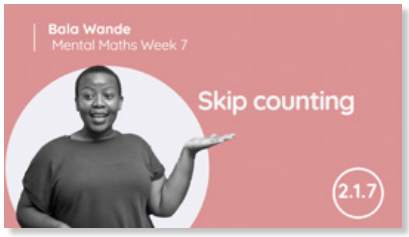
Assessment (see back pages of this guide)

Written assessment: Patterns, Functions and Algebra – number patterns

Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square.

Getalle tot 100

Hoofrekene



Die leerders oefen hierdie week om weer in 2's, 5'e en 10'e te springtel. Hulle tel tot 'n hoër getalgebied as wat hulle in week 5 gedoen het. Die leerders gebruik 'n 100-blok sodat hulle die patrone kan sien en verstaan. Moedig hulle aan om te oefen om vinniger aan en terug te springtel sodat hulle hul vlotheid daarin kan uitbou.

Speletjie

Ons speel hierdie week die speletjies, Vinnige wiskunde met kaarte: 6 minder en #Hutsmerk 100!. Ons konsentreer in die eerste speletjie daarop om, elke keer dat 'n kaart omgedraai word, 6 af te trek. Die leerders oefen om by tien uit te kom deur na die vorige tien terug te spring en dan elke keer die oorblywende hoeveelheid af te trek. Om die 10 te oorbrug, is 'n belangrike vaardigheid wat die leerders moet ontwikkel sodat hulle probleme doeltreffend kan oplos. Moedig die leerders aan om te gesels oor hoe hulle by tien uitkom deur na die vorige tien terug te spring sodat dit 'n strategie word wat hulle met selfvertroue kan inspan om probleme op te los.

Konsepontwikkeling

Ons konsentreer hierdie week op getalle tot 100. Die leerders oefen om met die 100-blok op te tel en af te trek deur hul kennis van die getalpatrone in te span om probleme te help oplos. Terwyl ons aan getalle tot 100 werk, konsentreer ons daarop om:

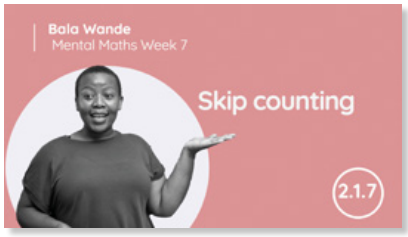
- die 10-struktuur op die 100-blok te identifiseer.
- met behulp van die 100-blok 'n enkelsyfergetal by 'n dubbelsyfergetal te tel of daarvan af te trek.
- met behulp van die 100-blok 'n tien by 'n dubbelsyfergetal te tel of van 'n dubbelsyfergetal af te trek.

Waarna jy hierdie week moet oplet

- Dit is belangrik dat die leerders met selfvertroue tien kan bytel en tien kan aftrek; daarom behoort hulle heelwat oefening hierin te kry. Hulle moet probleme met behulp van die 100-blok vinnig en doeltreffend kan oplos.
- Moedig gesprekke onder die leerders aan sodat hulle hul oplossingsmetodes kan uitruil. Maak seker dat die leerders die korrekte woordeskat kan gebruik: **tiene**, **ene**, **voor**, **ná**, **tussen**, **plus**, **en**, **tel by**, **meer as**, **trek af**, **neem weg**, **minder as** en **spring**

Numbers to 100

Mental Maths

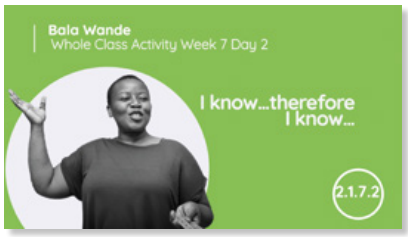


This week the learners practise skip counting in 2s, 10s and 5s again. They will count to higher number ranges than they did in Week 5. Learners use a 100 square so that they can see and understand the patterns. Encourage learners to practise skip counting forwards and backwards more quickly so that they can develop their fluency.

Game

This week we play the games Fast maths with cards: 6 less and # Hashtag 100! In the first game we focus on subtracting 6 each time a new card is turned over. Learners will practise getting to ten by going back to the previous ten, and then subtracting the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage learners to talk about getting to ten by going back to the previous ten so that this becomes a strategy that they are confident in using to solve problems.

Concept development



This week we focus on numbers to 100. Learners will practise using the 100 square to add and subtract numbers, using their knowledge of the number patterns to help them solve problems. In our work on numbers to 100, we will focus on:

- identifying the 10 structure on the 100 square.
- using the 100 square to add or subtract a single digit to or from a double digit.
- using the 100 square to add or subtract a ten to or from a double digit.

What to look out for this week

- It is important for learners to be confident in adding and subtracting ten, and so they should have much practise with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **tens**, **ones**, **before**, **after**, **in between**, **add**, **and**, **more than**, **subtract**, **take away**, **less than**, **jump**

100-blok

HOOFREKENE MENTAL MATHS | TEL IN 2'S COUNTING IN 2S → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

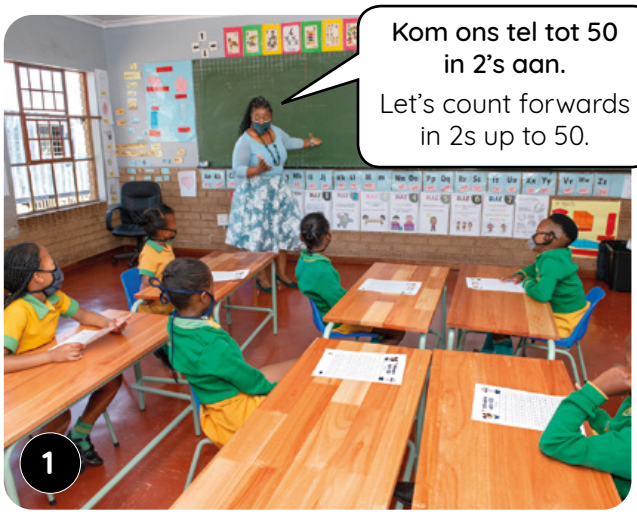
HOOFREKENE | MENTAL MATHS

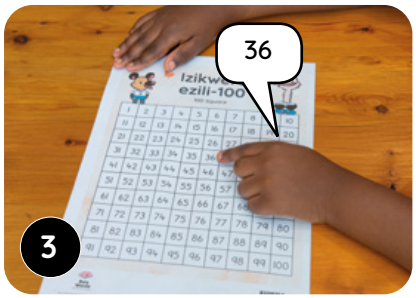
Tel met behulp van die 100-blok. Tel aan en tel dan terug.

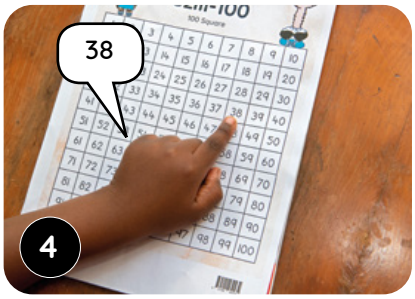
Use 100 squares to count. Count forwards and then backwards.

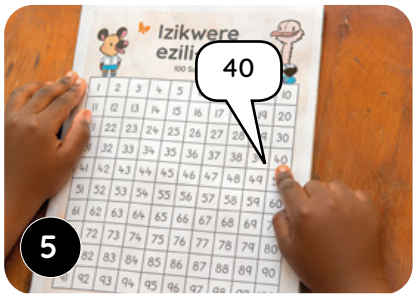
Onthou om elke dag die datum na te gaan en die register af te merk.

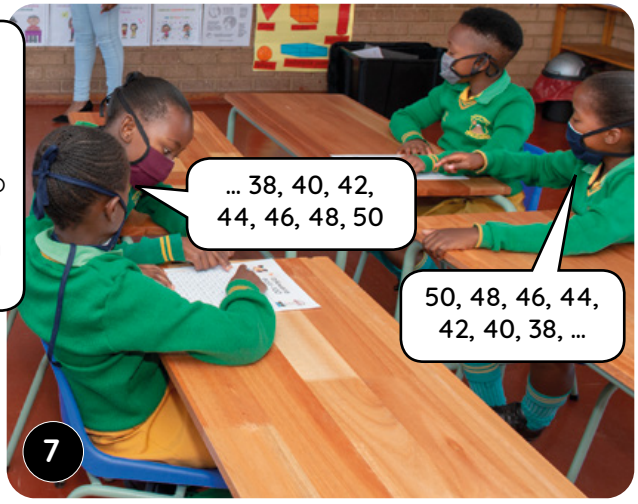
Remember to check the date and mark the register every day.











100 square

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Brei die patroon uit.
Extend the pattern.

⊡ ⊙ ⊡ ⊙

⊡ ⊡ ⊙ ⊡ ⊡ ⊙

⋁ ⊙ ⊙ ⋁ ⊙ ⊙

⊡ ⊙ ⋁ ⊡ ⊙ ⋁

⋁ ⋁ ⋁ ⊡ ⋁ ⋁ ⋁ ⊡

⋁ ⊡ ⋁ ⊙ ⋁ ⊡ ⋁ ⊙

⋁ ⋁ ⊙ ⋁ ⋁ ⊙

⋀ ⋁ ⋀ ⋁

⊡ ⊡ ⋁ ⊡ ⊡ ⋁

⊙ ⊡ ⋁ ⊙ ⊡ ⋁

Dag 2 Day 2

Hoeveel meer is:
How much more is:

6 as/than 4?

7 as/than 3?

5 as/than 2?

6 as/than 2?

8 as/than 6?

9 as/than 7?

7 as/than 4?

6 as/than 1?

5 as/than 3?

3 as/than 2?

Dag 3 Day 3

Vul >; < of = in.
Fill in >; < or =.

74 ____ 98

35 ____ 18

62 ____ 62

59 ____ 95

41 ____ 42

86 ____ 46

24 ____ 41

13 ____ 3

78 ____ 62

71 ____ 71

Dag 4 Day 4

Hoeveel meer het ek nodig?
How much more do I need?

14 + ____ = 17

7 + ____ = 9

5 + ____ = 8

11 + ____ = 14

10 + ____ = 13

18 + ____ = 19

6 + ____ = 11

7 + ____ = 15

3 + ____ = 8

2 + ____ = 9

100-blok

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wat merk julle op van die getalle voor en ná die getal 27?
What do you notice about the numbers before and after the number 27?

Die getalle begin almal met 2, dus het hulle almal 2 tiene.
They all start with 2, so they all have 2 tens.

Die getalle word met 1 groter namate ons met die ry na regs beweeg.
The numbers get bigger by 1 as we move along the row to the right.

Kyk nou na die getalle 38, 48 en 58. Wat merk julle op?
Now look at the numbers 38, 48 and 58. What do you notice?

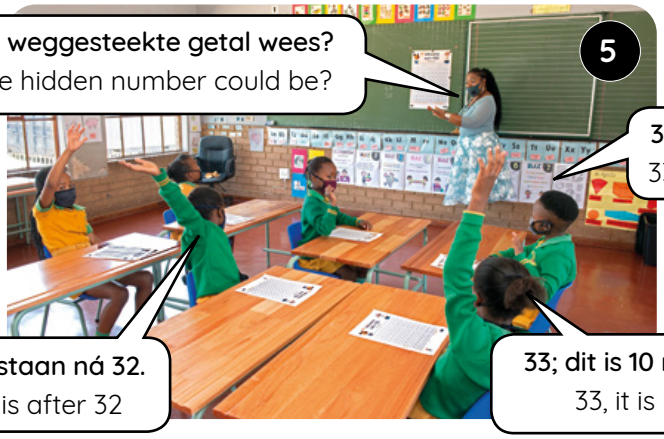
Die tiene verskil.
The tens are different.

Die getalle eindig almal met 8, dus het hulle almal 8 ene.
They all end with 8 so they all have 8 ones.

Moedig die leerders aan om die verskille tussen die getalle te sien wanneer daar met 'n ry na regs beweeg word (die getalle word groter met 1), teenoor wanneer daar met 'n kolom afbeweeg word (die getalle word groter met 10). Maak seker dat jy oor tiene en ene praat om die leerders te help om die rol wat plekwaarde in die onderskeiding tussen getalle speel, te identifiseer.

Encourage learners to see the differences between the numbers when you move along a row (the numbers get bigger by 1) as opposed to when you move down a column (the numbers get bigger by 10). Be sure to talk about tens and ones, helping learners to identify the role place value plays in differentiating between the numbers.

Wat dink julle kan die weggesteekte getal wees?
What do you think the hidden number could be?



33; dit is 10 meer as 23.
33, it is 10 more than 23

33; dit staan ná 32.
33, it is after 32

33; dit is 10 minder as 43.
33, it is before 34

Gee baie geleenthede aan die leerders om na die 100-blok te kyk en oor die posisie van verskillende getalle te praat.

Provide many opportunities for learners to look at the 100 square and to talk about the position of different numbers.

100 square

WEEK • WEEK 6

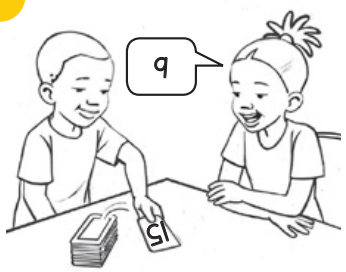
DAG 1 • DAY 1

100-blok
100 square

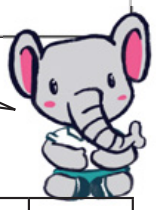
HOOFREKENE MENTAL MATHS | TEL IN 2'S (0–50) COUNTING IN 2S (0–50) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte – 6 minder
Game: Fast maths with cards – 6 less

- Gebruik julle 6–16-getalkaarte. Draai een om.
  Use number cards 6 to 16. Flip one.
- Trek 6 af. Probeer weer. Vinniger!
  Subtract 6. Try again. Faster!
- Speel en oefen dit elke dag hierdie week.
  Play and practise every day this week.



Tel van 0 tot 100. Skuif jou vinger op die 100-blok aan terwyl jy tel.
Count from 0 to 100. Move your finger along the 100 square as you count.



1 Vul die ontbrekende getalle op die 100-blok in
Fill in the missing numbers on the 100 square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2 Skryf.
Write.

1 minder 1 less	
80	81
94	95

1 meer 1 more	
81	82
95	96

die getal tussenin the number between		
30	31	32
28	29	30

100-blok

3 Brei die patroon uit.

Extend the pattern.

31	32	33	34	35	36	37	38	39	40
38	39	40	41	42	43	44	45	46	47
100	99	98	97	96	95	94	93	92	91
50	49	48	47	46	45	44	43	42	41

4

26 + 1 = 27	18 + 1 = 19	91 – 1 = 90	30 – 1 = 29
43 + 1 = 44	56 + 1 = 57	82 – 1 = 81	47 – 1 = 46

5 Tel van 2 tot 100 in 2's. Kleur die 2's in.

Count in 2s from 2 to 100. Colour the 2s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6 Tel aan in 2's.

Count forwards in 2s.

2	4	6	8	10	12	14
36	38	40	42	44	46	48

7 Tel terug in 2's.

Count backwards in 2s.

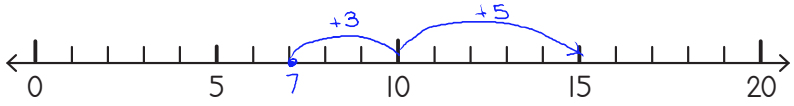
48	46	44	42	40	38	36
68	66	64	62	60	58	56

8 Tel aan in 2's.

Count forwards in 2s.

2	4	6	8	10	12	14	16	18	20

9 7 + 8 = 15



I know ..., therefore I know ...

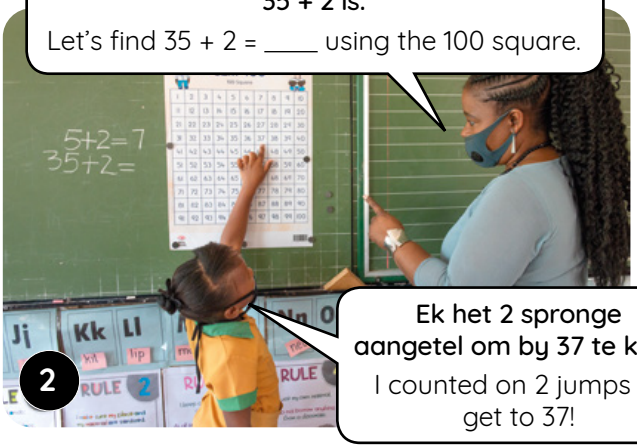
HOOFREKENE MENTAL MATHS | TEL IN 10'E COUNTING IN 10S → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

1

Kom ons bepaal met 'n 100-blok wat 5 + 2 is.
Let's find 5 + 2 = ____ using a 100 square.

Ek het 2 sronge aangetel om by 7 te kom.
I counted on 2 jumps to get to 7.



2

Kom ons bepaal met die 100-blok wat 35 + 2 is.
Let's find 35 + 2 = ____ using the 100 square.

Ek het 2 sronge aangetel om by 37 te kom!
I counted on 2 jumps to get to 37!

3

Wat merk julle op van die getalle wat ons opgetel het?
What do you notice in the numbers we added?

Wanneer ons 2 bytel, spring ons 2 plekke na regs!
When we add 2, we jump 2 to the right!

5 en 35 het albei 5 ene!
5 and 35 both have 5 ones!

35 het 3 tiene!
35 has 3 tens!

4

Daar is patrone in die 100-blok wat ons kan gebruik.
The 100 square has patterns we can use!

As jy weet dat 5 + 2 = 7, weet jy ook dat 35 + 2 = 37.
If you know that 5 + 2 = 7, you also know that 35 + 2 = 37.

Kom ons kyk wat gebeur as ons aftrek ...
Let's see what happens when we subtract ...

Herhaal die stappe hier bo met heelwat verskillende getalle om optelling en aftrekking met behulp van die 100-blok te oefen. Help die leerders om in te sien dat as "jy weet dat 9 – 4 = 5, jy ook sal weet dat 49 – 4 = 45".

Repeat the steps above, using lots of different numbers to practise addition and subtraction using the 100 square. Help learners to see that 'if you know that 9 – 4 = 5, you will also know that 49 – 4 = 45'.

Ek weet dat ..., daarom weet ek ...

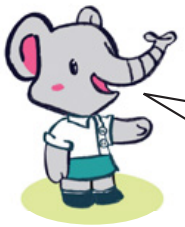
WEEK 6 • WEEK

DAG 2 • DAY 2

Ek weet dat ..., daarom weet ek ...

I know ..., therefore I know ...

HOOFREKENE MENTAL MATHS | TEL IN 10'E (0–200) COUNTING IN 10S (0–200) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS



As ek van 0 tot 10 kan optel en aftrek, kan ek ook tot 100 optel en aftrek. Kyk aandagtig na hierdie ry.

If I can add and subtract from 0 to 10, I can also add and subtract up to 100. Look closely at this row.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Ons tel in elke ry van 1 tot 10. In hierdie ry tel ons van 31 tot 40!

In each row, we count from 1 to 10. In this row, we count from 31 to 40!

1

Ek weet dat 2 + 3 = 5, daarom weet ek dat 32 + 3 = 35.

I know that 2 + 3 = 5, therefore I know that 32 + 3 = 35.

+3

31	32	33	34	35	36	37	38	39	40

2 + 3 = 5 32 + 3 = 35	5 + 4 = 9 45 + 4 = 49	3 + 6 = 9 53 + 6 = 59

2

Ek weet dat 7 – 3 = 4, daarom weet ek dat 37 – 3 = 34.

I know that 7 – 3 = 4, therefore I know that 37 – 3 = 34.

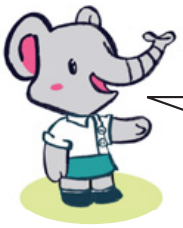
–3

31	32	33	34	35	36	37	38	39	40

7 – 3 = 4 37 – 3 = 34	5 – 2 = 3 35 – 2 = 33	6 – 3 = 3 36 – 3 = 33

I know ..., therefore I know ...

3

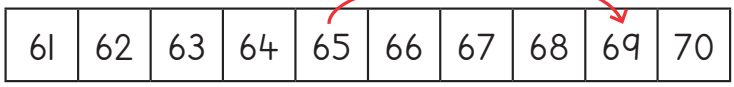


Kom ons kyk na die 60's.
Ons tel in hierdie ry van 61 tot 70!

Let's look at the 60s.
In this row, we count from 61 to 70!

Ek weet dat 5 + 4 = 9, daarom weet ek dat 65 + 4 = 69.

I know that 5 + 4 = 9, therefore I know that 65 + 4 = 69.

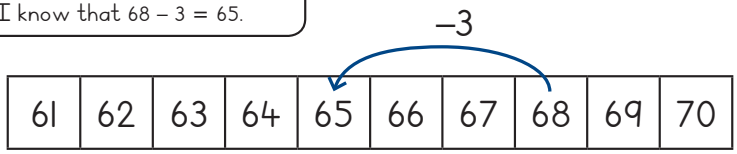


5 + 4 = 9 65 + 4 = 69	4 + 3 = 7 64 + 3 = 67	3 + 6 = 9 63 + 6 = 69
2 + 7 = 9 62 + 7 = 69	3 + 5 = 8 63 + 5 = 68	1 + 7 = 8 61 + 7 = 68

4

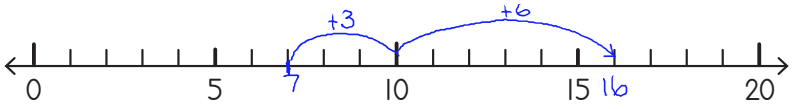
Ek weet dat 8 – 3 = 5, daarom weet ek dat 68 – 3 = 65.

I know that 8 – 3 = 5, therefore I know that 68 – 3 = 65.



8 – 3 = 5 68 – 3 = 65	4 – 2 = 2 64 – 2 = 62	6 – 3 = 3 66 – 3 = 63
8 – 5 = 3 68 – 5 = 63	9 – 4 = 5 69 – 4 = 65	7 – 5 = 2 67 – 5 = 62

5 7 + 9 = 16

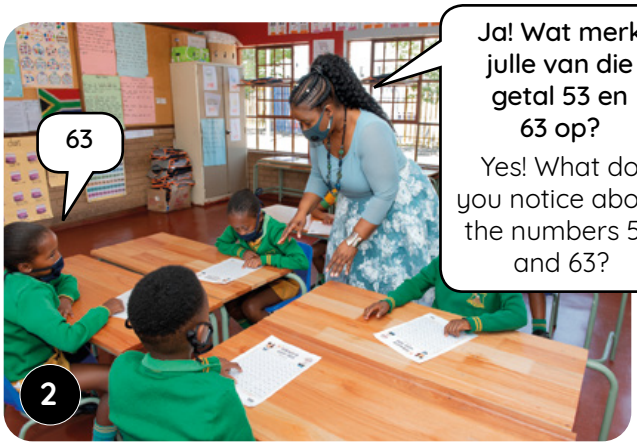


Tien meer en tien minder

HOOFREKENE MENTAL MATHS | TEL IN 5'E COUNTING IN 5S → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

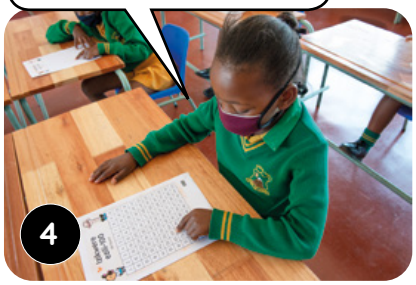
Sit jul vinger op die getal 53. Tel 10 plekke aan. Waar kom julle uit?
Put your finger on the number 53. Count on 10 places. Where do you land?



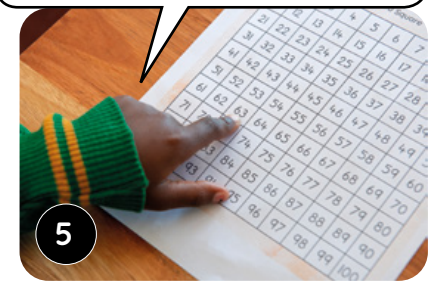
Ja! Wat merk julle van die getal 53 en 63 op?
Yes! What do you notice about the numbers 53 and 63?

63 is in die ry onder 53.
63 is on the row below 53.

63 is 10 meer as 53.
63 is 10 more than 53.



Wanneer ek 10 bytel, gaan ek een ry af.
When I add 10, I go down a row.



Kom ons beweeg nou terug. Gaan 10 terug vanaf 36.
Let's go backwards now. Go back 10 from 36.

26 is in die ry bo 36.
26 is on the row above 36.

Wanneer ek 10 aftrek, beweeg ek een ry op.
When I subtract 10, I go up a row.

Bespreek die manier waarop die 10'e toeneem en afneem wanneer ons in 'n kolom op- en afbeweeg. Herhaal die stappe hier bo met heelwat verskillende getalle sodat die leerders kan oefen om 10 by te tel en af te trek en oor patrone op die 100-blok kan nadink.

Discuss the way the 10s increase and decrease when we move up and down in a column. Repeat the steps above with many different numbers so that learners practise adding and subtracting 10 and thinking about patterns on the 100 square.

Ten more and ten less

WEEK • WEEK 6

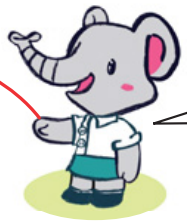
DAG 3 • DAY 3

Tien meer en tien minder
Ten more and ten less

HOOFREKENE MENTAL MATHS | TEL IN 5'E (0–100) COUNTING IN 5S (0–100) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Vul die ontbrekende getalle in.
Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Kyk na hierdie kolom. Wat kan jy sien?
Look at this column! What can you see?

Wanneer ek met een ry afbeweeg, tel ek 10 by. Wanneer ek met een ry opbeweeg, trek ek 10 af.
When I move down one row, I add 10. When I move up one row, I subtract 10.

2 Skryf 10 minder en 10 meer.
Write 10 less and 10 more.

43	57	31	69	6
53	67	41	79	16
63	77	51	89	26

moving one block up is 10 less

moving one block down is 10 more

3

22 + 10 = 32	34 + 10 = 44
48 + 10 = 58	51 + 10 = 61

Tien meer is dieselfde as om tien by te tel!
Ten more is the same as adding ten!

4

24 – 10 = 14	42 – 10 = 32
35 – 10 = 25	47 – 10 = 37

Tien minder is dieselfde as om tien af te trek!
Ten less is the same as subtracting ten!

58

Tien meer en tien minder

5 Tel van 10 tot 100 in 10'e. Kleur die 10'e in.

Count in 10s from 10 to 100. Colour the 10s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6 Tel aan in 10'e.

Count forwards in 10s.

10	20	30	40	50	60	70
40	50	60	70	80	90	100

7 Tel terug in 10'e.

Count backwards in 10s.

100	90	80	70	60	50	40
70	60	50	40	30	20	10

8 Tel aan in 10'e.

Count forwards in 10s.

7	17	27	33	47	57	67	77	87	97
12	22	32	42	52	62	72	82	92	102

9 Tel terug in 10'e.

Count backwards in 10s.

94	84	74	64	54	44	34	24	14	4
99	89	79	69	59	49	39	29	19	9

10

23 + 10 = 33	18 + 10 = 28	31 – 10 = 21	34 – 10 = 24
42 + 10 = 52	26 + 10 = 36	32 – 10 = 22	39 – 10 = 29
52 + 10 = 62	39 + 10 = 49	41 – 10 = 31	45 – 10 = 35
67 + 10 = 77	43 + 10 = 53	47 – 10 = 37	43 – 10 = 33

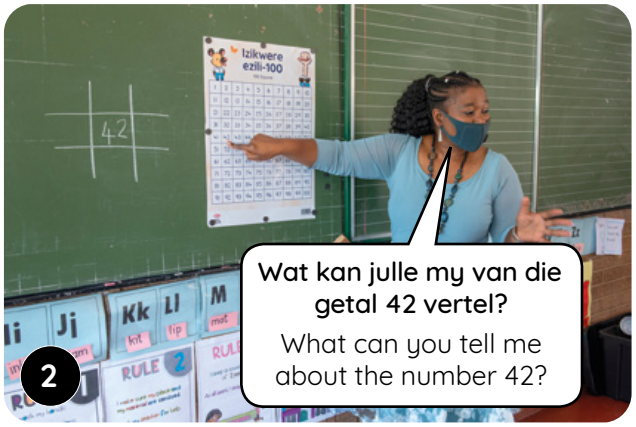
Hashtag!

HOOFREKENE MENTAL MATHS | TEL IN 5'E COUNTING IN 5S → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

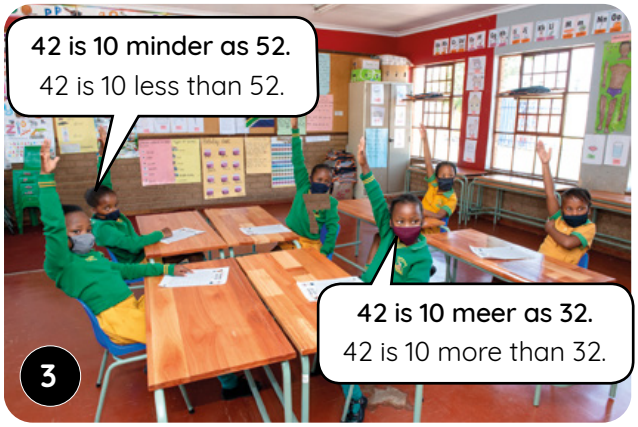
Kom ons maak van 'n hutsmerk gebruik om na getalle te kyk. Ons gebruik ons 100-blok om ons te help om die getalle in te vul.

Let's use a hashtag to help us look at numbers. We will use our 100 square to help us fill in the numbers.



Wat kan julle my van die getal 42 vertel?

What can you tell me about the number 42?



42 is 10 minder as 52.

42 is 10 less than 52.

42 is 10 meer as 32.

42 is 10 more than 32.

Wat weet julle nog van die getal 42?

What else do you know about the number 42?

42 is 1 meer as 41.

42 is 1 more than 41.

42 is 1 minder as 43.

42 is 1 less than 43.

Die leerders kan Hutsmerk! in pare speel. Trek die hutsmerk en skryf enige getal in die middel daarvan neer. Die leerders maak beurte om die ontbrekende getalle op die hutsmerk in te skryf. Hulle kan die ontbrekende getalle ook op die hoeke invul as hulle wil.

Learners can play Hashtag in pairs. Draw the hashtag and write any number in the middle. They must take turns to fill in the missing numbers in the hashtag. They can fill in the missing numbers in the corners as well if they want to.

Hutsmerk!

WEEK 6 • WEEK

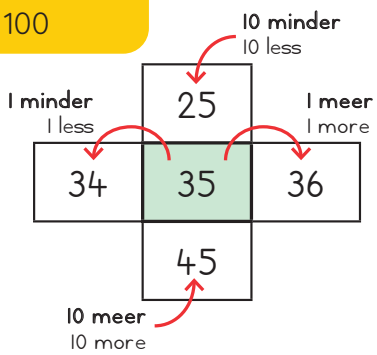
DAG 4 • DAY 4

Hutsmerk!

Hashtag!

HOOFREKENE MENTAL MATHS | TEL IN 5'E (0–120) COUNTING IN 5S (0–120) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: # hutsmerk 100
Game: # hashtag 100



Kom ons skryf die getalle op die hutsmerk in. Kyk na hoe dit werk.

Let's write the numbers in the hashtag. Look at how they work.

1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

	2	
11	12	13
	22	

	29	
38	39	40
	49	

	52	
61	62	63
	72	

	45	
54	55	56
	65	

	66	
75	76	77
	86	

	78	
87	88	89
	98	

2 Voltooi deur >, < of = te skryf.

Complete by writing >, < or =.

36 > 31	20 < 40	28 > 31
28 > 24	31 < 57	52 > 49
62 < 68	58 > 42	81 > 69

Die krokodil maak sy mond oop om die grootste getal op te vreet!

The crocodile opens his mouth to eat the bigger number!

60

Hashtag!

3 Tel van 5 tot 100 in 5'e. Kleur die 5'e in.

Count in 5s from 5 to 100. Colour the 5s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4 Tel aan in 5'e.

Count forwards in 5s.

5	10	15	20	25	30	35
55	60	65	70	75	80	85

5 Tel terug in 5'e.

Count backwards in 5s.

85	80	75	70	65	60	55
95	90	85	80	75	70	65

6 Tel aan in 5'e.

Count forwards in 5s.

5	10	15	20	25	30	35	40	45	50
50	55	60	65	70	75	80	85	90	95

7 Tel terug in 5'e.

Count backwards in 5s.

100	95	90	85	80	75	70	65	60	55
55	50	45	40	35	30	25	20	15	10

8 Orden! Skryf die getalle van die kleinste tot die grootste.

Order! Write the numbers from smallest to greatest.

20 50 70	73 78 71	88 38 83
20 50 70	71 73 78	38 83 88

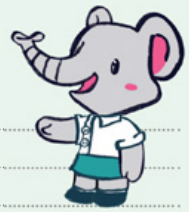
WEEK 6 • WEEK

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!



In Afrikaans sê ons:	In English we say:
Skryf een meer.	Write one more.
Een meer as 30 is 31.	One more than 30 is 31.
31 is 1 groter as 30.	31 is bigger than 30 by 1.
31 staan ná 30.	31 comes after 30.
Skryf een minder.	Write one less.
Een minder as 30 is 29.	One less than 30 is 29.
29 is 1 kleiner as 30.	29 is smaller than 30 by 1.
29 staan voor 30.	29 comes before 30.

1 Orden! Skryf die getalle van die grootste tot die kleinste.
Order! Write the numbers from greatest to smallest.

15 25 52	45 54 49	67 76 87
52 25 15	54 49 45	87 76 67

2 Orden! Skryf die getalle van die kleinste tot die grootste.
Order! Write the numbers from smallest to greatest.

37 17 71	99 89 90	73 37 54
17 37 71	89 90 99	37 54 73

3 Tel aan in 5's.
Count forwards in 5s.

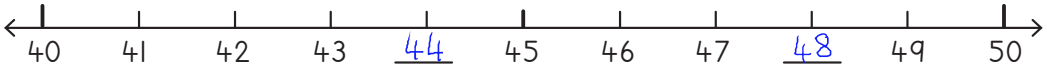
25	30	35	40	45	50	55	60	65	70

Assessment and consolidation

4 Tel terug in 5's.
Count backwards in 5s.

50	45	40	35	30	25	20	15	10	5

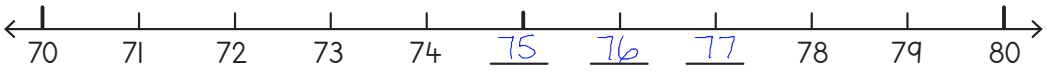
5 Voltooi.
Complete.



6 Los op.
Solve.

41 + 3 = 44	44 + 5 = 49	42 + 6 = 48
45 – 3 = 42	46 – 4 = 42	49 – 3 = 46

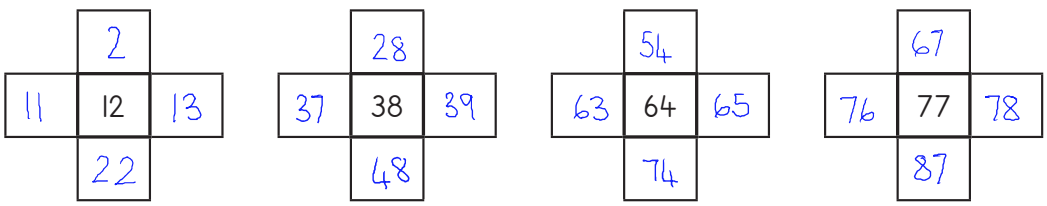
7 Voltooi.
Complete.



8 Los op.
Solve.

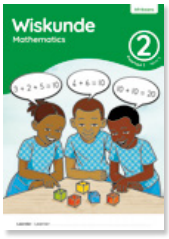
72 + 3 = 75	74 + 4 = 78	75 + 3 = 78
74 – 4 = 70	78 – 3 = 75	79 – 4 = 75

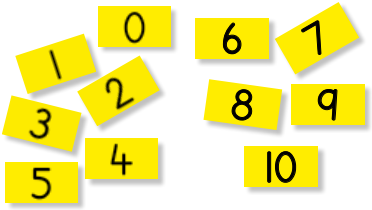
9 # Hutsmerk! Voltooi.
Hashtag! Complete.



Patrone

	Hulpbronne
Hoofrekene: Tel veelvoude van 10 by 0 tot 50 of trek 10 daarvan af	geen
Hoofrekene: 1, 2, 3, wys!	getalkaarte 1 tot 20





Dag	Lesaktiwiteit	Leshulpbronne
1	Sit die patroon voort	LAB
2	Geometriese patrone	LAB
3	Geometriese patrone	LAB
4	Geometriese patrone	LAB
5	Vaslegging en assessering vir leer	LAB

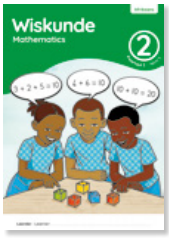
Ná hierdie week behoort die leerder in staat te wees om	✓
eenvoudige geometriese patrone, wat met lyn-, vorm- of voorwerptekeninge gemaak is, te kopieer, uit te brei, te skep en in woorde te beskryf.	
geometriese patrone in die natuur, in die alledaagse lewe en uit ons kultuurerfenis te identifiseer, in woorde te beskryf en te kopieer.	

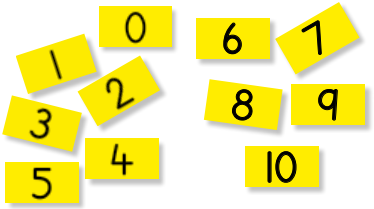
Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Patrone, Funksies en Algebra – patrone

Patterns

	Resources
Mental Maths: Add or subtract multiples of 10 from 0 to 50	none
Game: 1, 2, 3, show!	number cards 1-20





Day	Lesson activity	Lesson resources
1	Continue the pattern	LAB
2	Geometric patterns	LAB
3	Geometric patterns	LAB
4	Geometric patterns	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
copy, extend, create and describe in words simple geometric patterns made with drawings of lines, shapes or objects.	
identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.	

Assessment (see back pages of this guide)

Written assessment: Patterns, Functions and Algebra – patterns

Patrone

Hoofrekene

Ons konsentreer hierdie week daarop om veelvoude van tien op te tel en af te trek. Roep ’n getal uit, en ’n leerder stel ’n veelvoud van 10 voor om by die gegewe getal by te tel. Die leerders moet die getalle vinnig optel aangesien hulle besig is om te leer om probleme doeltreffend op te los.

Speletjie

Die leerders oefen met hierdie week se speletjie om twee getalle op te tel. Die doel is om die getalle vinnig op te tel en om hul herroeping van getalfeite uit te bou. Dit sal die leerders in staat stel om probleme doeltreffend op te los.

Konsepontwikkeling

Ons konsentreer hierdie week op geometriese patrone. Vir die werk met geometriese patrone moet die leerders patrone identifiseer, beskryf en uitbrei. ’n Belangrike aspek van patrone is dat dit herhaal word en dat elke herhaling presies dieselfde as die voriges is. Ons konsentreer daarop om:

- eenvoudige geometriese patrone, wat met lyn-, vorm- of voorwerptekeninge gemaak is, te kopieer, uit te brei, te skep en in woorde te beskryf.
- te leer om geometriese patrone in die natuur, in die alledaagse lewe en uit ons kultuurerfenis te identifiseer, in woorde te beskryf en te kopieer.

Waarna jy hierdie week moet oplet

- ’n Geometriese patroon is ’n rangskikking van vorms. Die vermoë om patrone te herken en te skep, stel die leerders in staat om voorspellings op grond van hul waarnemings te maak. Deurdat hulle patrone verstaan, word hulle in staat gestel om verwantskappe raak te sien en veralgemenings te ontwikkel.
- Belangrike woordeskat: **meer**, **minder**, **die meeste**, **die minste**, **patroon**

Patterns

Mental Maths

This week we focus on adding and subtracting multiples of ten.
The teacher will call out a number, and a learner will suggest a multiple of 10 to add to the number. Learners will have to add the numbers quickly as they learn to solve problems efficiently.

Game

In this week's game, learners will practise adding two numbers.
The goal is to add the numbers quickly and to develop their recall of number facts. This will help learners to solve problems efficiently.

Concept development

This week we focus on geometric patterns. Learners will identify, describe and extend patterns. An important aspect of patterns is that they repeat and that each repetition is exactly the same as the other. We will focus on:

- copying, extending, creating and describing in words simple geometric patterns made with drawings of lines, shapes or objects.
- learning to identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

What to look out for this week

- A geometric pattern is an arrangement of shapes. The ability to recognise and create patterns helps learners make predictions based on their observations. Understanding patterns helps learners to recognise relationships and develop generalisations.
- Important vocabulary: **more**, **less**, **most**, **least**, **pattern**

Sit die patroon voort

HOOFREKENE MENTAL MATHS — TEL VEELVOUDE VAN 10 OP / ADD MULTIPLES OF 10 → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → **SPELETJIE** GAME → **WERKKAARTE** WORKSHEETS

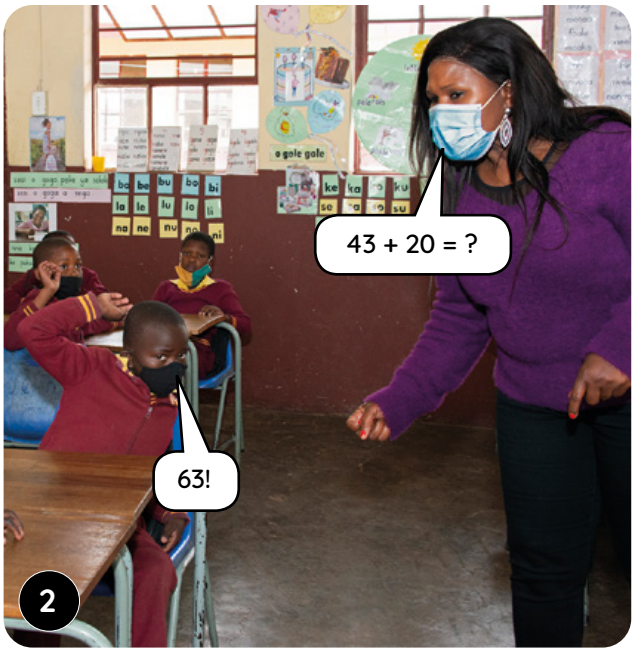
HOOFREKENE | MENTAL MATHS

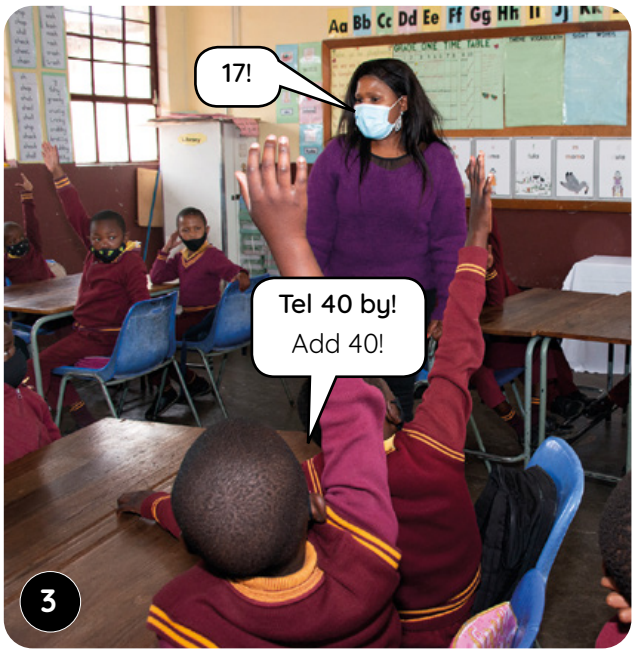
Die leerders tel so vinnig moontlik veelvoude van 10 by 'n gegewe getal en trek veelvoude van 10 daarvan af.

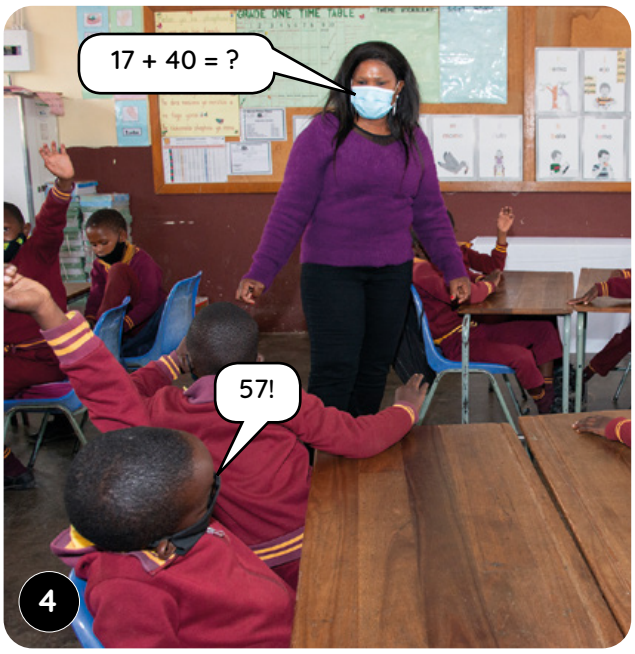
Learners add and subtract multiples of 10 to a given number as fast as possible.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.







Continue the pattern

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Trek af.
Subtract.

56 – 23 =

75 – 42 =

29 – 16 =

34 – 31 =

42 – 4 =

66 – 52 =

71 – 31 =

37 – 26 =

53 – 42 =

29 – 18 =

Dag 2 Day 2

Trek af.
Subtract.

49 – 37 =

67 – 25 =

24 – 12 =

51 – 40 =

35 – 21 =

69 – 48 =

19 – 9 =

54 – 13 =

47 – 27 =

32 – 20 =

Dag 3 Day 3

Trek af.
Subtract.

56 – 15 =

73 – 61 =

65 – 42 =

24 – 14 =

42 – 31 =

36 – 24 =

71 – 60 =

44 – 33 =

73 – 11 =

27 – 16 =

Dag 4 Day 4

Trek af.
Subtract.

43 – 22 =

74 – 24 =

25 – 13 =

61 – 41 =

39 – 28 =

69 – 16 =

72 – 41 =

57 – 35 =

48 – 24 =

36 – 11 =

Sit die patroon voort

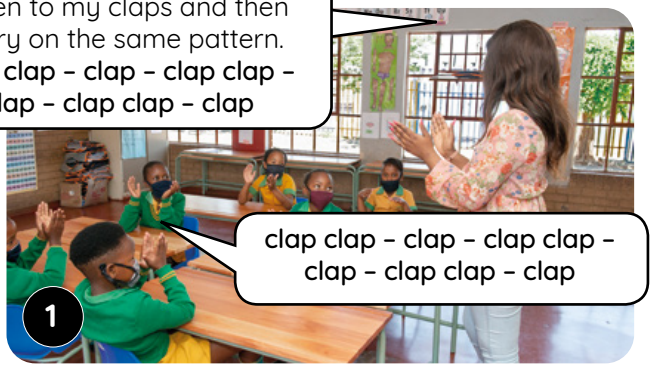
HOOFREKENE
MENTAL MATHS

UKULINGANISA NOKUBONISA AMANANI 1-5
COPY AND SHOW NUMBERS 1-5

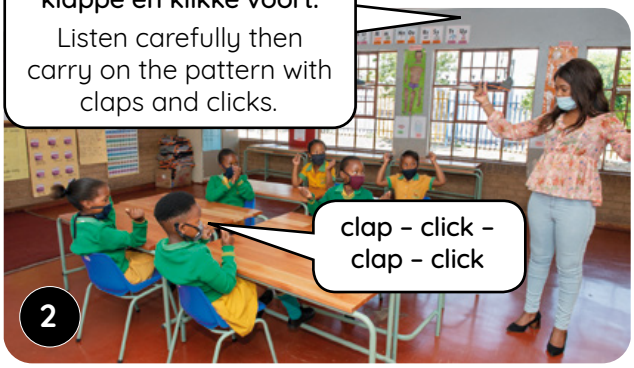
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT → SPELETJIE
GAME → WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Luister na hoe ek klap en sit dan dieselfde patroon voort.
Listen to my claps and then carry on the same pattern.
clap clap – clap – clap clap – clap – clap clap – clap



Luister aandagtig en sit dan die patroon met klappe en klikke voort.
Listen carefully then carry on the pattern with claps and clicks.



Kom ons voeg telling by ons patroon. Luister aandagtig en sit dan die patroon voort.
Now let's add counting to our pattern. Listen carefully and then continue with the pattern.
1 clap 2 click 3 clap 4 click

Hoe brei ons hierdie patroon uit?
How do we extend this pattern?

Gee veelvuldige geleenthede aan die leerders om 'n verskeidenheid eenvoudige patrone te oefen, waarin vorms of groepe vorms op presies dieselfde manier herhaal word.

Provide other opportunities for the learners to practise a variety of simple patterns in which shapes, or groups of shapes are repeated in exactly the same way.

Continue the pattern

WEEK • WEEK 7

DAG 1 • DAY 1

Sit die patroon voort
Continue the pattern

HOOFREKENE MENTAL MATHS | TEL VEELVOUDE VAN 10 OP ADD MULTIPLES OF 10 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: 1, 2, 3 Wys – optelling
Game: 1, 2, 3 Show – addition

- Speel saam in pare met jou 0–20-getalkaarte.
  Play in pairs with your 0–20 cards.
- Albei leerders draai 'n kaart om. Tel op!
  Both learners flip a card. Add!
- Hou die kaarte as jou antwoord reg is
  Keep the cards if you get it right.
- Speel weer!
  Go again!

1 Brei die patroon 4 keer uit. The unit is what repeats in a 'repeating pattern'.
Extend the pattern 4 times.

○△○△ ○△○△○△○△

2 Tel in 2's. Kleur die getalle in wat jy tel.
Count in 2s. Colour the numbers you count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

3 Skep 'n telritme.
Make a counting rhythm.

○ = klap clap	△ = klik click

△ 2 △ 4 △ 6 △ 8 △ 10 △ 12 △ 14

Sê die getalle in die △ saggies en die getalle in die ○ hard terwyl jy tel.
Say the △ numbers quietly and the ○ numbers loudly as you count.

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Sit die patroon voort

Ask learners to identify the unit.

4 Brei die patroon 2 keer uit.
Extend the pattern 2 times.

△△○△△○△△○△△○

5 Tel in 3's. Kleur elke sprong in.
Count in 3s. Colour each jump.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

6 Skep die ritme.
Make the rhythm.

○ = klap clap	△ = klik click

△ 1 △ 2 ○ 3 △ 4 △ 5 ○ 6 △ 7 △ 8 ○ 9 △ 10 △ 11 ○ 12 △ 13 △ 14 ○ 15

Sê die getalle in die △ saggies en die getalle in die ○ hard terwyl jy tel.
Say the △ numbers quietly and the ○ numbers loudly as you count.

7 Skep jou eie ritme deur te klap en te klik.
Make a rhythm of your own using claps and clicks.

○ = klap clap	△ = klik click

Leer jou patroon vir jou maat.
Teach your pattern to your friend.

Accept any rhythm that contains repetition in the pattern.

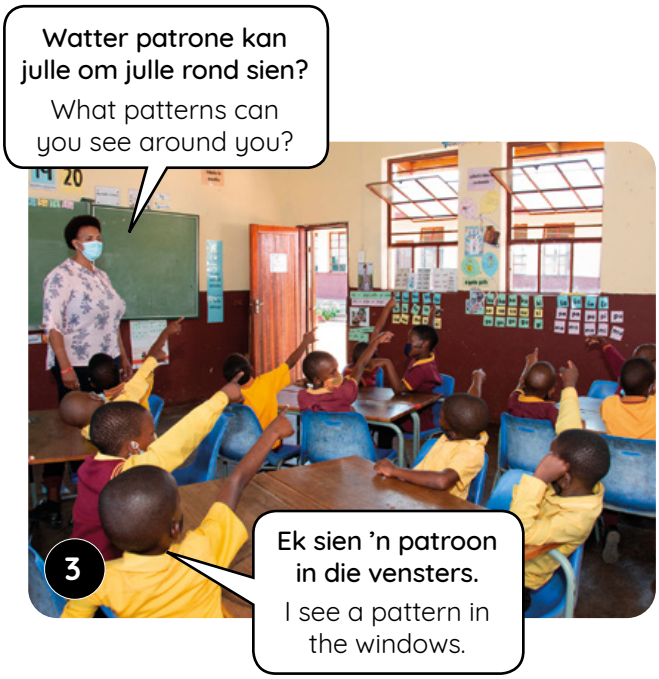
○○△△○○△△○○△△○○△△

Continue the pattern **Week 7 • Day 1** 65

Geometric patterns

HOOFREKENE MENTAL MATHS | **TREK VEELVOUDE VAN 10 AF** SUBTRACT MULTIPLES OF 10 → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → **SPELETJIE** GAME → **WERKKAARTE** WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT



Moedig die leerders aan om patrone in die werklike lewe te identifiseer. Stel hulle in staat om in te sien dat party patrone in die werklike lewe reëlmatig is en dat ander patrone onreëlmatige herhalings van vorms, lyne of stippels bevat.

Encourage learners to identify patterns in real life. Help them to see that some real-life patterns are regular and some have irregular repetitions of shapes, lines or dots.

Geometriese patrone

WEEK 7 • WEEK

DAG 2 • DAY 2

Geometriese patrone
Geometric patterns

HOOFREKENE
MENTAL MATHS

TREK VEELVOUDE VAN 10 AF
SUBTRACT MULTIPLES OF 10

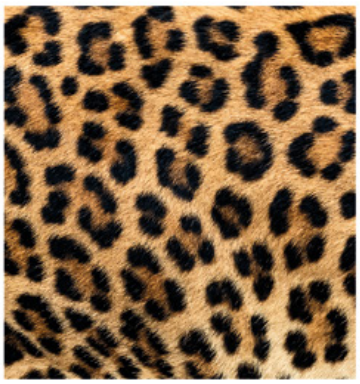
SPELETJIE
GAME

KONSEPONTWIKKELING
CONCEPT DEVELOPMENT

WERKKAARTE
WORKSHEETS

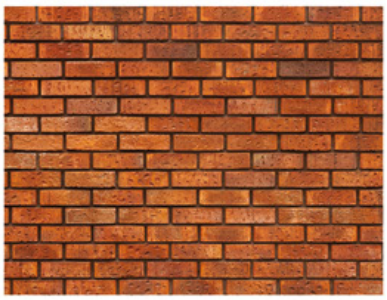
Diere se velle het interessante patrone! Watter diere sien jy hier?

Animal skin has interesting patterns! What animals do you see here?



1 Gesels oor die patrone wat hier onder op die foto's gewys word. Van watter vorms is dit gemaak? Hoe?

Talk about the patterns shown in the pictures below. What shapes are they made of? How?



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2 Teken jou eie patroon.
Draw your own pattern.

met vierkante en driehoeke
using squares and triangles

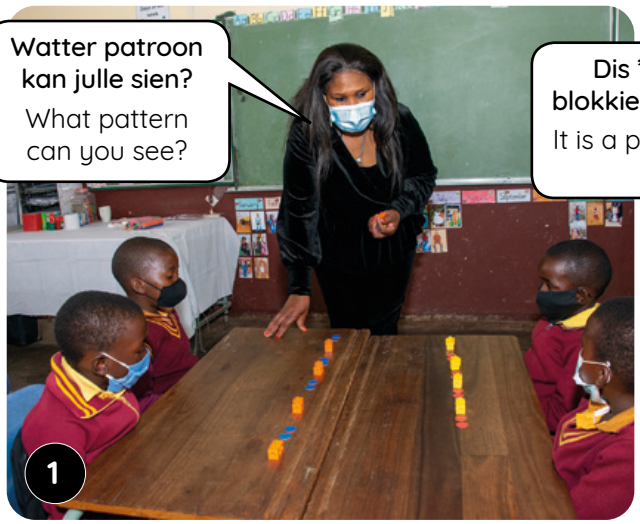
met reghoeke en vierkante
using rectangles and squares

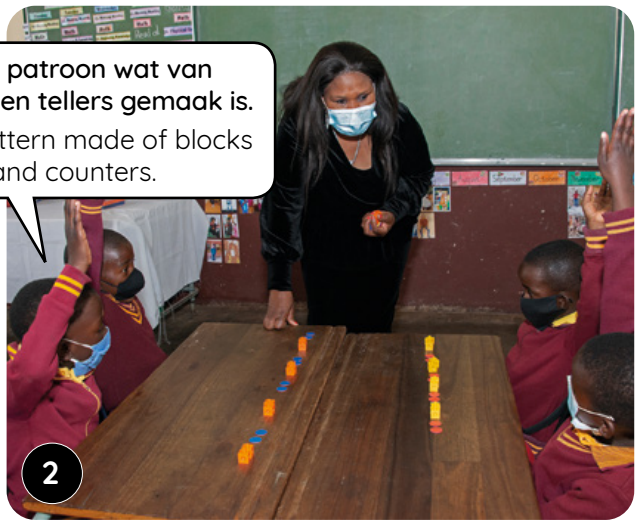
met enige vorms
using any shapes

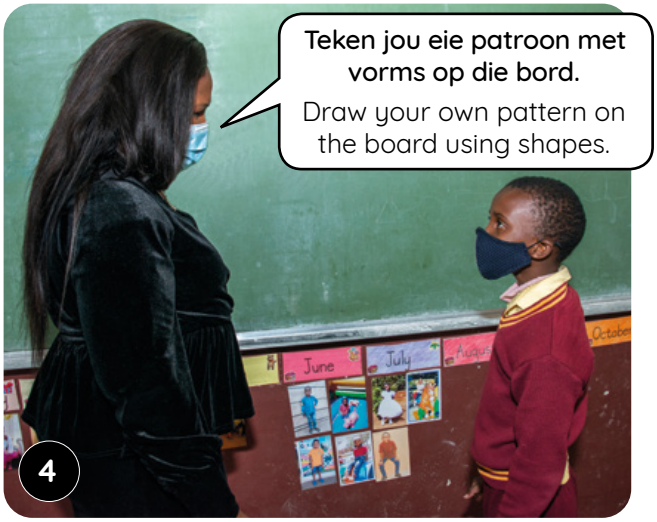
Geometriese patrone

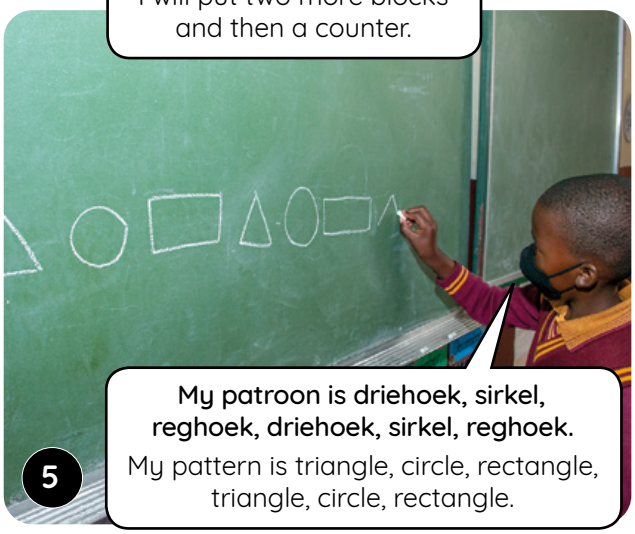
HOOFREKENE
MENTAL MATHS
TEL VEELVOUDE VAN 10 OP
ADD MULTIPLES OF 10
→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT
→ SPELETJIE
GAME
→ WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Moedig die leerders aan om hul eie patrone uit te dink en dan hul patrone vir hul maats te beskryf. Gee tyd dat die leerders mekaar se patrone kan uitbrei. Hulle kan patrone met vorms, blokkies of klanke, soos klappe en klikke, maak.

Encourage learners to make up their own patterns and to describe their patterns to their partners. Allow time for learners to extend each other's patterns. They can make patterns with shapes, blocks or sounds, like claps and clicks.

Geometric patterns

WEEK • WEEK 7

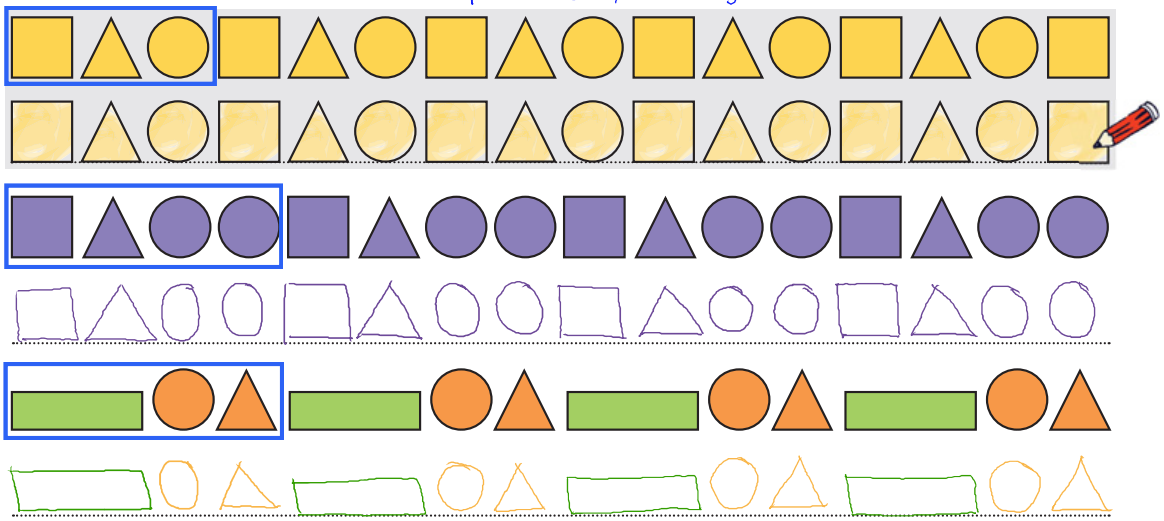
DAG 3 • DAY 3

Geometriese patrone
Geometric patterns

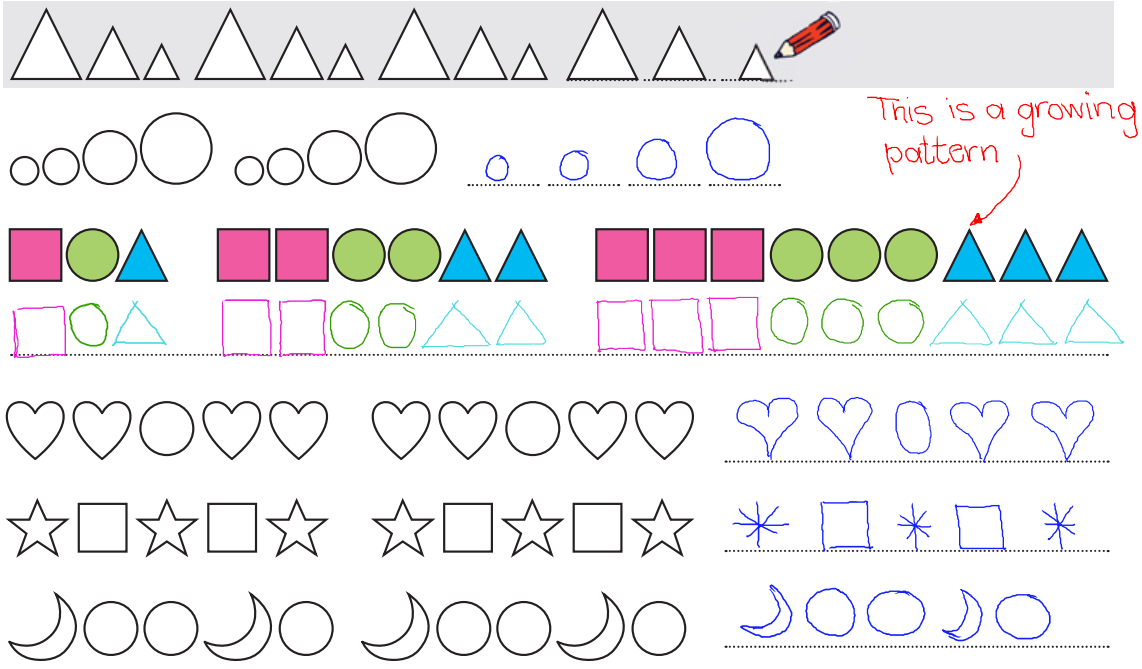
HOOFREKENE MENTAL MATHS → TEL VEELVOUDE VAN 10 OP ADD MULTIPLES OF 10 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1 Kopieer die patroon.
Copy the pattern.

Get learners to talk about the patterns. Ask learners to identify the unit in repeating patterns by drawing a box around it.



2 Teken die volgende versameling vorms in die patroon.
Draw the next set of shapes in the pattern.



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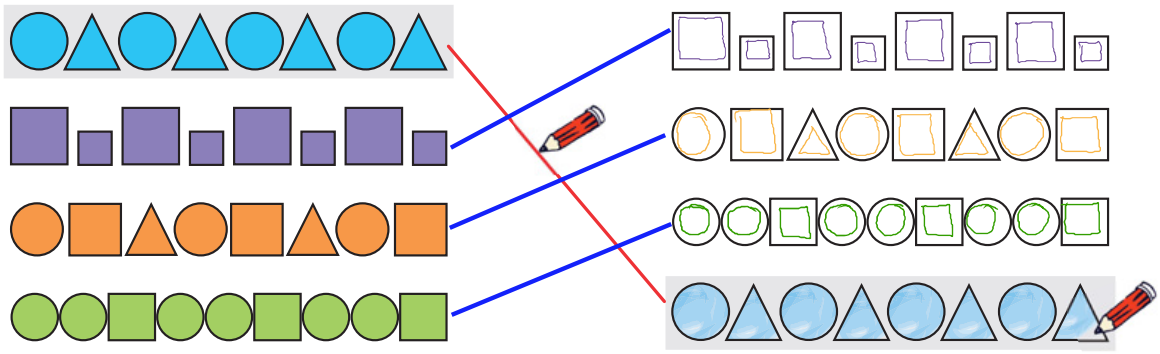
Geometriese patrone

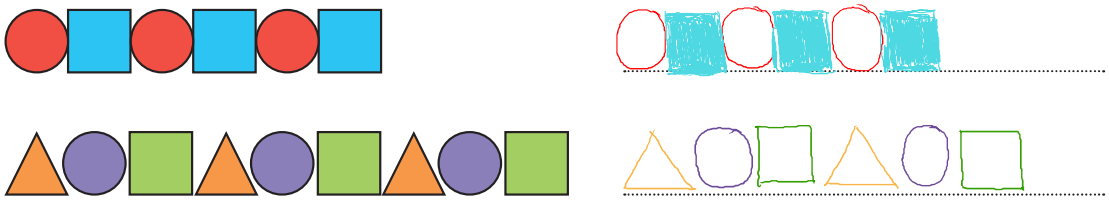
3 Trek lyne na die bypassende patrone en kleur die vorms in.

Draw lines and colour the shapes to match the patterns.



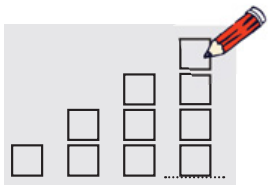
4 Teken die volgende versameling vorms in die patroon.

Draw the next set of shapes in the pattern.



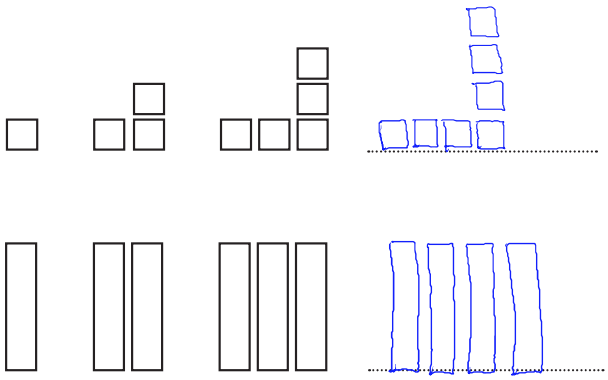
5 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.



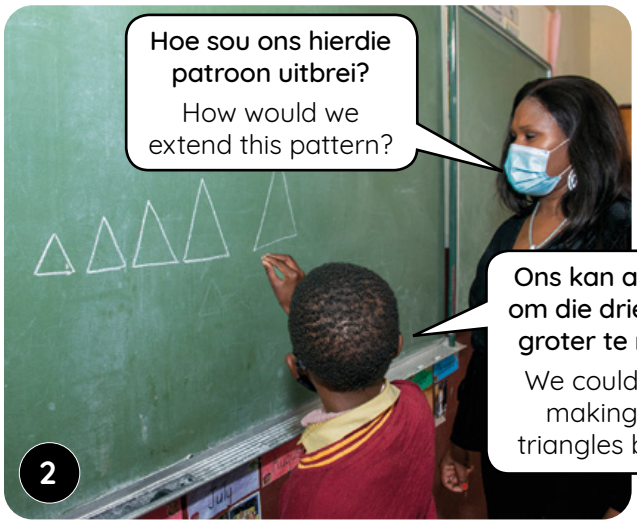
These are growing patterns.

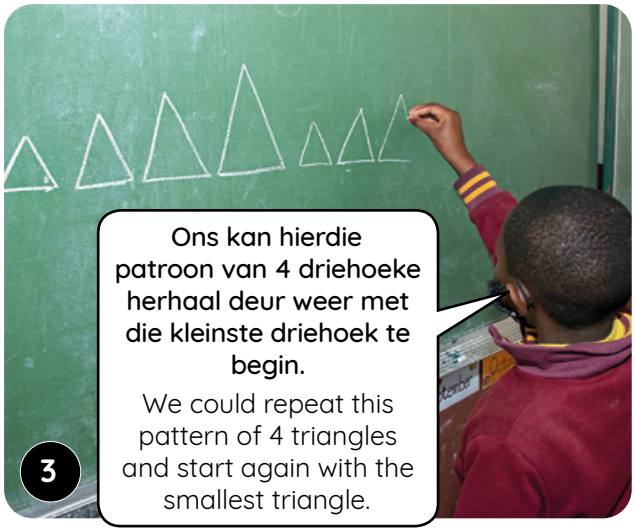
Talk about how each pattern grows.

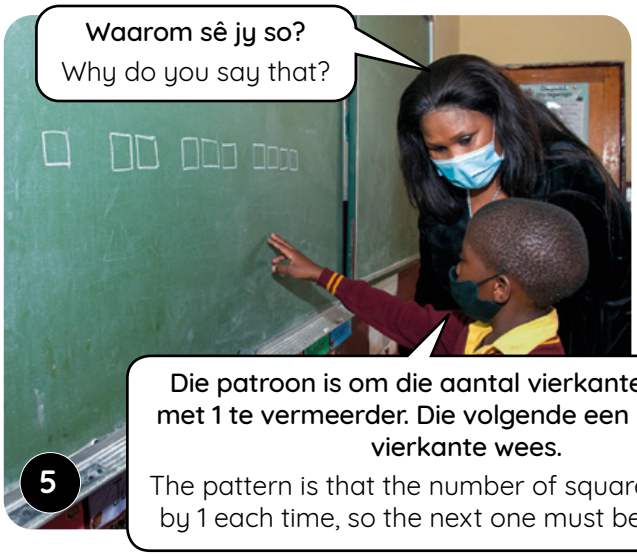


Geometric patterns

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT







Moedig die leerders aan om in te sien dat patrone uitgebrei kan word deur die grootte van of hoeveelheid vorms te vermeerder in plaas daarvan om net afwisselende kleure of vorms te gebruik.

Encourage learners to recognise that patterns can be extended by increasing the size or quantity of shapes, rather than just alternating colours or shapes.

WEEK 7 • WEEK

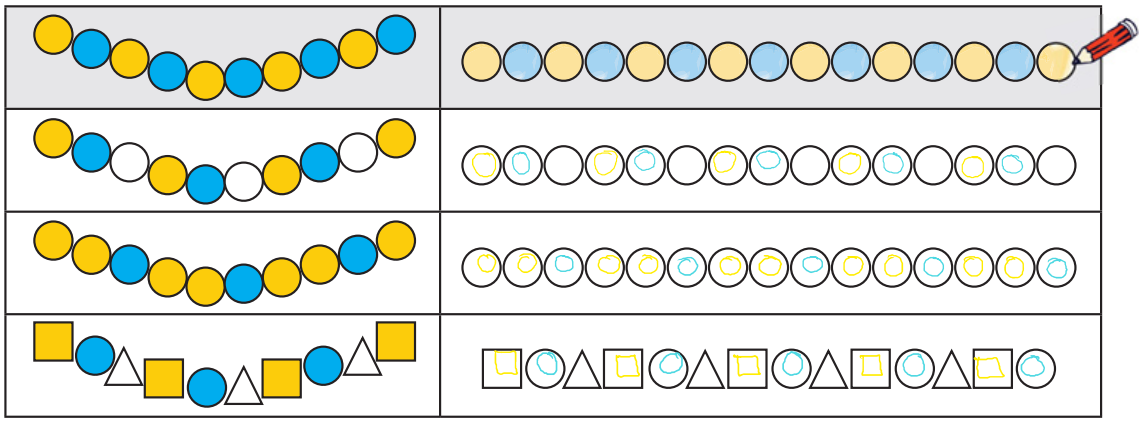
DAG 4 • DAY 4

Geometriese patrone
Geometric patterns

HOOFREKENE MENTAL MATHS | TREK VEELVOUDE VAN 10 AF SUBTRACT MULTIPLES OF 10 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

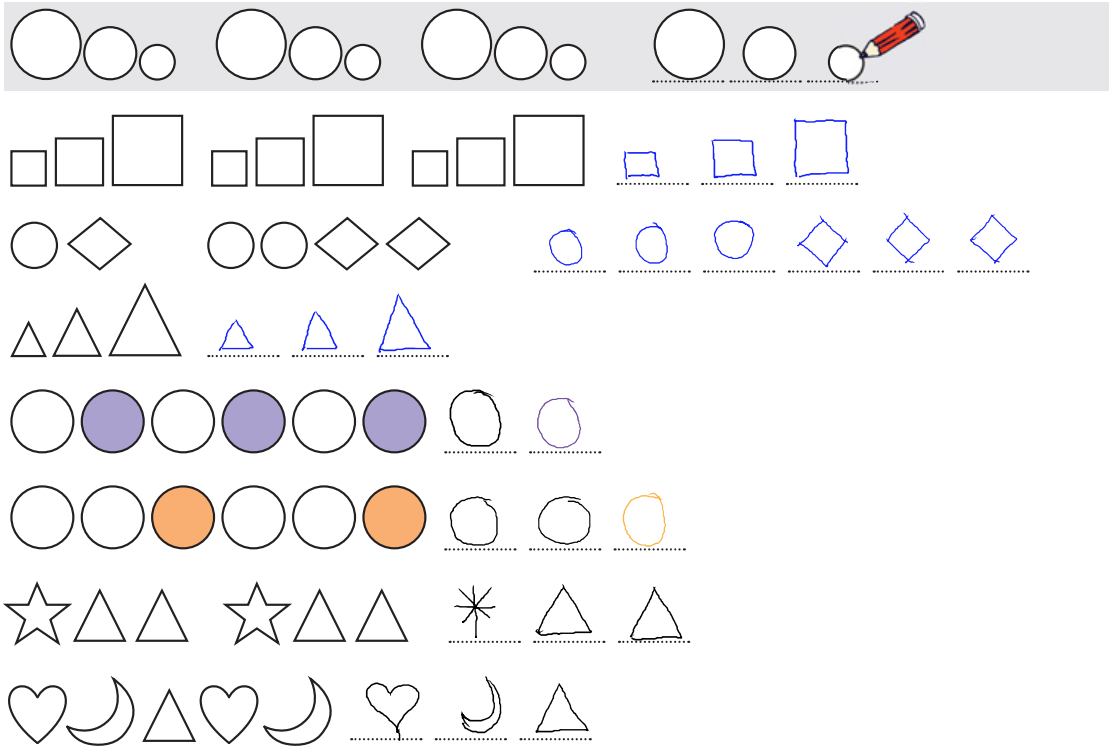
1 Kopieer die kleurpatrone.
Copy the colour patterns.

What is the same and different about the bead patterns?



2 Brei die patrone uit.
Extend the patterns.

Let learners describe each pattern.



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Geometric patterns

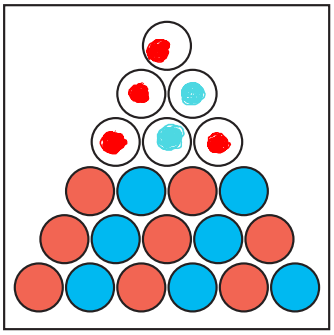
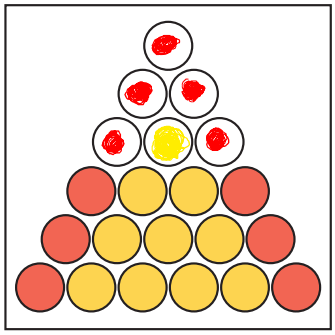
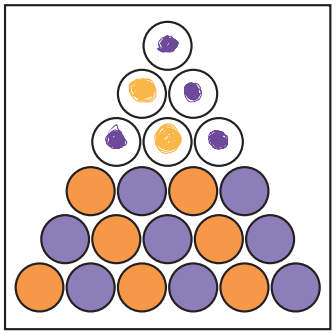
3 Teken jou eie patroon met hierdie vorms:
Draw your own pattern using these shapes:

any acceptable pattern

4 Teken jou eie patroon met enige vorms.
Draw your own pattern using any shapes.

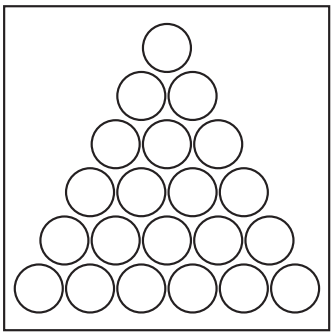
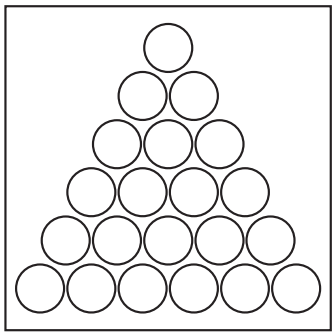
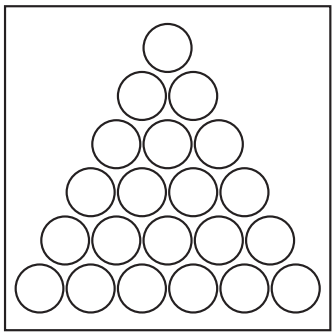
any acceptable pattern

5 Voltooi die patrone.
Complete the patterns.

6 Skep jou eie kleurpatrone.
Create your own colour patterns.

any acceptable patterns

WEEK 7

DAG 5 • DAY 5

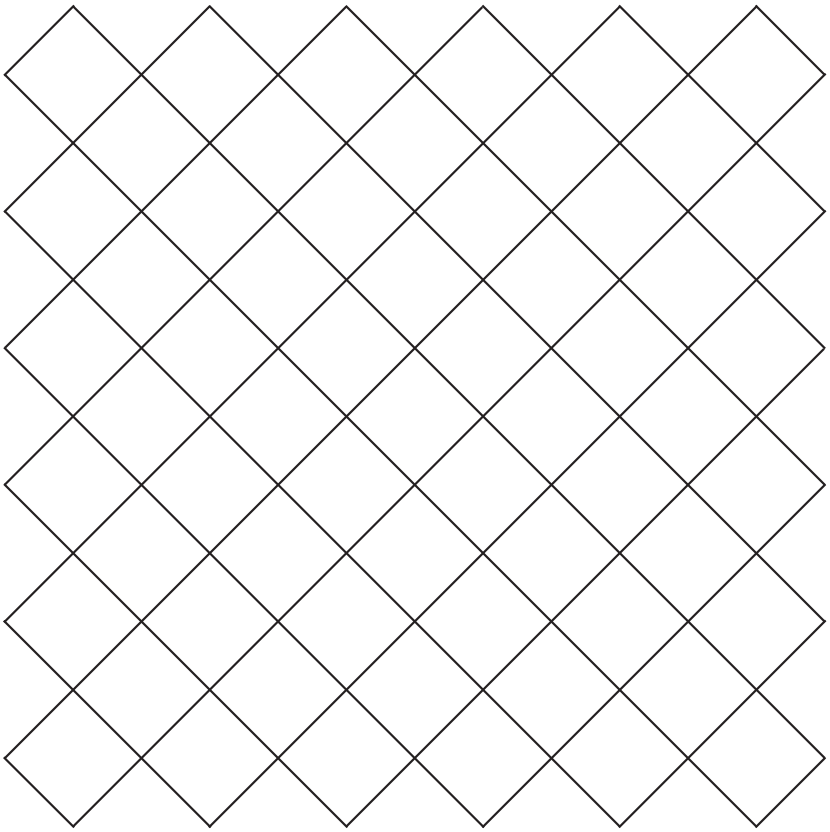
Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
sirkel	circle
driehoek	triangle
vierkant	square
reghoek	rectangle
geometriese patroon	geometric pattern
Brei die patroon uit.	Extend the pattern.

1 Skep jou eie kleurpatroon op die rooster.
Create your own colour pattern in the grid. any acceptable pattern



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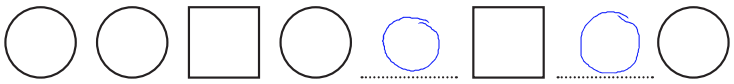
Consolidaton

2 Brei die patroon uit.
Extend the pattern.

3 Voltooi die patroon.
Complete the pattern.



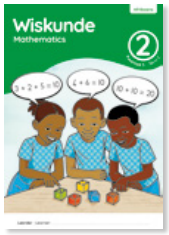
4 Teken jou eie patroon met hierdie vorms:
Draw your own pattern using these shapes:

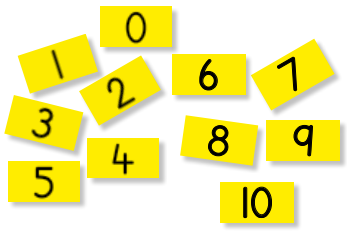
any acceptable pattern

any acceptable pattern

Kom ons praat oor tyd

	Hulpbronne
Hoofrekene: Fizz Pop – tel 10 by	100-blok (opsioneel)
Speletjie: Vinnige wiskunde met kaarte – 6 meer	getalkaarte





Dag	Lesaktiwiteit	Leshulpbronne
1	Die kalender	LAB, kalenderplakkaat
2	Dui die tyd aan – digitaal	LAB, horlosies
3	Dui die tyd aan – analoog	LAB, horlosies
4	Ure en halfure	LAB, horlosies
5	Vaslegging en assessering vir leer	LAB

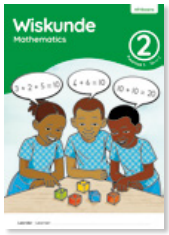
Ná hierdie week behoort die leerder in staat te wees om	✓
dae van die week en maande van die jaar met behulp van ’n kalender in volgorde te plaas	
die tyd met behulp van ’n digitale horlosie in ure en halfure aan te dui	
die tyd met behulp van ’n analooghorlosie in ure en halfure aan te dui	

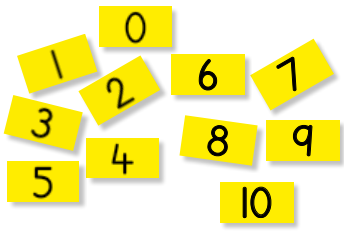
Assessering (sien die agterblaaie van hierdie gids)

Skriftelike assessering: Meting – tyd

Let's talk about time

	Resources
Mental Maths: Fizz Pop – adding 10	100 square (optional)
Game: Fast maths with cards – 6 more	number cards





Day	Lesson activity	Lesson resources
1	The calendar	LAB, calendar poster
2	Telling the time – digital	LAB, clocks
3	Telling the time – analogue	LAB, clocks
4	Hours and half hours	LAB, clocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use a calendar to sequence days of the week and months of the year.	
use a digital clock to tell the time in hours and half hours.	
use an analogue clock to tell the time in hours and half hours.	

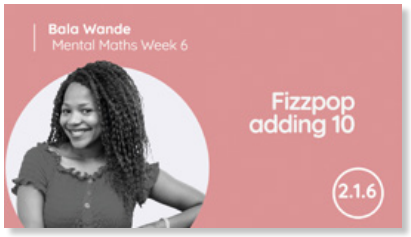
Assessment (see back pages of this guide)

Written assessment: Measurement – time

Kom ons praat oor tyd

Hoofrekene

Ons speel 'n gunstelingspeletjie, Fizz Pop, om te oefen om 10 by te tel. Die vermoë om 10 meer as die gegewe getalle vinnig te herroep, help die leerders om probleme doeltreffend op te los. Moedig die leerders aan om die patroon van 10 of meer met behulp van die 100-blok te identifiseer.



Speletjie

Ons speel hierdie week die speletjie, Vinnige wiskunde met kaarte: 6 meer. Ons konsentreer daarop om elke keer, wanneer 'n nuwe kaart omgedraai word, 6 by te tel. Daar word geleenthede aan die leerders gegee om te oefen om 'n tien te kry en dan elke keer die oorblywende hoeveelheid by te tel. Die oorbrugging van die 10 is 'n belangrike vaardigheid wat die leerders moet ontwikkel sodat hulle probleme doeltreffend kan oplos. Moedig die leerders aan om te gesels oor hoe hulle 'n tien maak sodat dit 'n strategie word wat hulle met selfvertroue kan inspan om probleme op te los.

Konsepontwikkeling

Ons konsentreer hierdie week op tyd. Daar word geleenthede aan die leerders gegee om met kalenders, analooghorlosies en digitale horlosies te werk. Die leerders oefen om die tyd in ure en halfure aan te dui. Ons konsentreer daarop om:

- die dae van die week en die maande van die jaar met behulp van 'n kalender in volgorde te plaas.
- die tyd met behulp van 'n digitale horlosies in ure en halfure aan te dui.
- die tyd met behulp van 'n analooghorlosies in ure en halfure aan te dui.

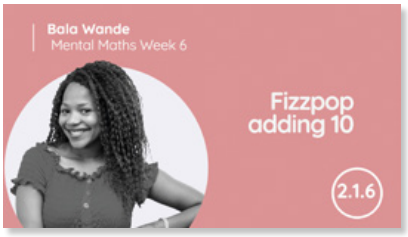
Waarna jy hierdie week moet oplet

- In graad 2 word die leerders geleer om die tyd in ure, halfure en kwartiere aan te dui. Dit is 'n noodsaaklike vaardigheid, en dis belangrik dat die leerders gemaklik moet wees met die gedagte dat tyd verbygaan. Dit kan hulle help om te verstaan wat die wysers op 'n horlosie hulle vertel, in plaas daarvan dat hulle bloot reëls en woordeskat memoriseer sonder dat hulle dit verstaan.
- Die leerders oefen om tyd in ure en halfure af te lees en aan te teken (te rekordeer). Digitale tyd word ook aan hulle bekendgestel. Hulle het dus veelvoudige geleenthede nodig om die verbande tussen dit wat hulle van analoogtyd weet en die nuwe konsep van digitale tyd in te sien.

Let's talk about time

Mental Maths

We play a favourite game, Fizz Pop to practise adding 10. The ability to quickly recall 10 more than given numbers will help learners solve problems efficiently. Encourage them to use the 100 square to help them identify the pattern of 10 more.



Game

This week we play the game Fast maths with cards – 6 more.
We focus on adding 6 each time a new card is turned over. Learners will be given opportunities to practise making a ten and then adding the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage them to talk about making a ten so that this becomes a strategy that they are confident in using to solve problems.

Concept development

This week we focus on time. Learners are given opportunities to work with calendars, analogue clocks and digital clocks. Learners will practise telling the time in hours and half hours. We will focus on:

- using a calendar to sequence days of the week and months of the year.
- using a digital clock to tell the time in hours and half hours.
- using an analogue clock to tell the time in hours and half hours.

What to look out for this week

- In Grade 2, learners are taught to tell the time in hours, half hours and quarter hours. This is an essential skill, and it is important that learners are comfortable with the notion of time passing. This will help them to understand what the hands on a clock are telling them, rather than the learners just memorising rules and vocabulary without understanding.
- Learners will practise reading and recording time in hours and half hours. They are also introduced to digital time and so will need multiple opportunities to see the connections between what they know about analogue time and the new concept of digital time.

Die kalender

HOOFREKENE MENTAL MATHS | **FIZZ POP – TEL 10 BY** FIZZ POP – ADD 10 → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → **SPELETJIE** GAME → **WERKKAARTE** WORKSHEETS

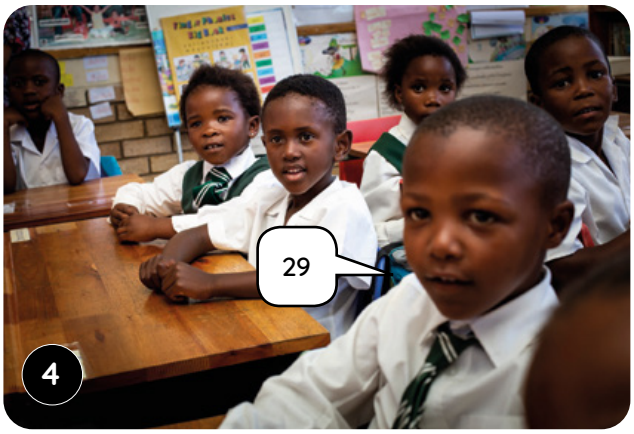
HOOFREKENE | MENTAL MATHS

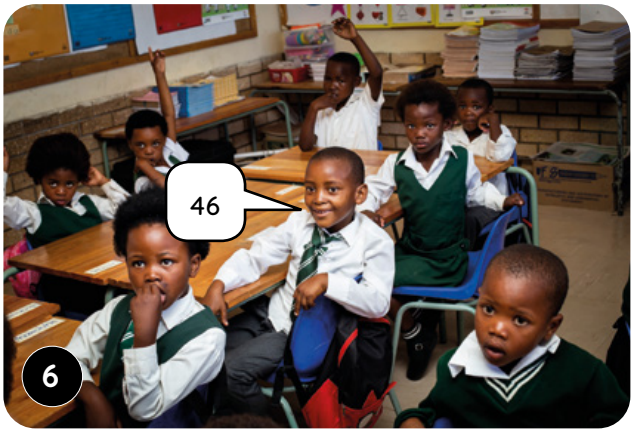
Lê die optelling en aftrekking van 10 tot by 50 met behulp van die Fizz Pop-speletjie vas.

Consolidate adding and subtracting 10 up to 50 using the Fizz Pop game.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.





The calendar

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Los op.
Solve.

6 + 3 = ____

1 + 3 = ____

2 + 4 = ____

4 + 2 = ____

5 + 3 = ____

2 + 3 = ____

3 + 3 = ____

4 + 1 = ____

6 + 2 = ____

7 + 2 = ____

Dag 2 Day 2

Los op.
Solve.

6 – 3 = ____

5 – 1 = ____

7 – 4 = ____

9 – 6 = ____

8 – 3 = ____

9 – 4 = ____

4 – 3 = ____

8 – 6 = ____

6 – 2 = ____

7 – 2 = ____

Dag 3 Day 3

Los op.
Solve.

7 + 6 = ____

8 + 3 = ____

9 + 4 = ____

5 + 6 = ____

9 + 3 = ____

7 + 5 = ____

5 + 8 = ____

4 + 7 = ____

6 + 8 = ____

6 + 5 = ____

Dag 4 Day 4

Los op.
Solve.

12 – 4 = ____

15 – 7 = ____

13 – 5 = ____

11 – 6 = ____

14 – 8 = ____

11 – 4 = ____

16 – 9 = ____

12 – 7 = ____

13 – 6 = ____

15 – 8 = ____

Die kalender

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Hoeveel maande is daar in 'n jaar?
How many months are there in one year?

1

Daar is 12 maande in 'n jaar.
There are 12 months in a year.

Watter maand kom ná September?
Which month comes after September?

2

Oktober kom ná September.
October comes after September.

Hoeveel Saterdae is daar in Februarie?
How many Saturdays are there in February?

3

Daar is 4 Saterdae in Februarie.
There are 4 Saturdays in February.

16 Junie is 'n openbare vakansiedag. Op watter dag van die week val dit?
The 16th of June is a public holiday. What day of the week is that?

4

16 Junie val op 'n Woensdag.
The 16th of June is a Wednesday.

Vra die leerders verskeie vrae oor die maande van die jaar met behulp van die kalender. Moedig hulle aan om na die kalender te kyk en sin te maak van die inligting wat daarop voorkom.

Use the calendar to ask the learners a variety of questions about the months of the year. Encourage them to look at the calendar and to make sense of the information they find there.

The calendar

WEEK 8 • WEEK

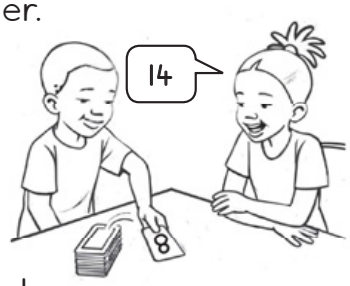
DAG 1 • DAY 1

Die kalender
The calendar

HOOFREKENE MENTAL MATHS | FIZZ-POP – TEL 10 BY (0–50) FIZZ POP – ADD 10 (0–50) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Vinnige wiskunde met kaarte – 6 meer
Game: Fast maths with cards – 6 more

- Sit die 0–10-getalkaarte op 'n hopie neer.
  Place number cards 0 to 10 into a pile.
- Draai een kaart om.
  Flip over one card.
- Tel 6 by. Probeer dit weer. Vinniger!
  Add 6. Try again. Faster!
- Speel en oefen dit elke dag hierdie week.
  Play and practise every day this week.



1

Hoeveel maande is daar in 'n jaar? How many months in a year? 12
Hoeveel maande is daar in 'n halwe jaar? How many months in half a year? 6
Watter maand staan reg voor Desember? What month comes just before December? November
Watter maand staan ná Desember? What month comes after December? January

2

Mamma Kholwa se baba word op 1 Februarie 2021 gebore. Hoeveel maande oud was haar baba:
Mama Kholwa gave birth to her baby on 1 February 2021. How many months old was her baby:

op 1 Maart 2021? on 1 March 2021? 1 month old	op 1 Junie 2021? on 1 June 2021? 4 months old
op 1 Desember 2021? on 1 December 2021? 10 months old	op 1 Februarie 2022? on 1 February 2022? 1 year old

Die kalender

April 2021

April 2021

Maandag Monday	Dinsdag Tuesday	Woensdag Wednesday	Donderdag Thursday	Vrydag Friday	Saterdag Saturday	Sondag Sunday
			1	2 Good Friday	3	4
5 Family Day	6	7	8 Makhulu kom kuier. Makhulu arrives.	9	10	11
12	13	14	15	16	17	18 Makhulu vertrek. Makhulu leaves.
19	20	21	22	23	24	25
26	27 Freedom Day	28	29	30		

3

Hoeveel dae is daar in April?
How many days in April? 30

Op watter dag van die week val Vryheidsdag?
What day of the week is Freedom Day? Tuesday

Kleur die naweke in groen in.
Colour the weekends in green.

Hoeveel naweke is daar in April?
How many weekends in April? 4

Vir hoeveel dae het Makhulu kom kuier?
How many days did Makhulu visit? 11 days

4

Skryf hierdie 3 skoolvakansies op die kalender in:
Write these 3 school holidays on the calendar:

Goeie Vrydag val op 2 April. Good Friday is on the 2nd of April.	Gesinsdag val op 5 April. Family Day is on the 5th of April.
Vryheidsdag val op 27 April. Freedom Day is on the 27th of April.	

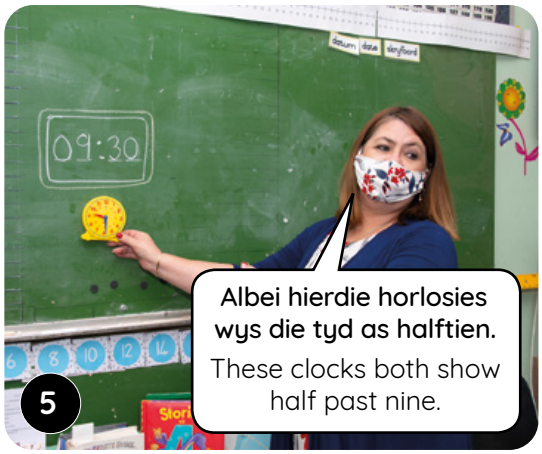
Telling the time – digital

HOOFREKENE / MENTAL MATHS | FIZZ POP – TEL 10 BY / FIZZ POP – ADD 10 → **KONSEPONTWIKKELING** / CONCEPT DEVELOPMENT → SPELETJIE / GAME → WERKKAARTE / WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Gebruik hierdie geleentheid om te bespreek waarom die leerders digitale tyd as 09:30 geskryf sien. Help die leerders om te verstaan dat die 0 voor die 9 'n plekhouer is en dat die tyd in halfure anders in Afrikaans gesê word. Wanneer ons in Afrikaans sê dis halftien bedoel ons dis 'n halfuur voor tienuur en nie 'n halfuur ná 9-uur soos daar in Engels gesê word nie.

Use this opportunity to discuss why learners may see digital time written as 09:30. Help learners to understand that the 0 in front of the 9 is a place holder.



Gee die leerders geleenthede om die tyd op hul analooghorlosies aan te dui en om dan te bespreek hoe dit as digitale tyd geskryf moet word.

Allow learners opportunities to show the time on their analogue clocks and to then discuss how this would be written as digital time.

Dui die tyd aan – digitaal

WEEK 8

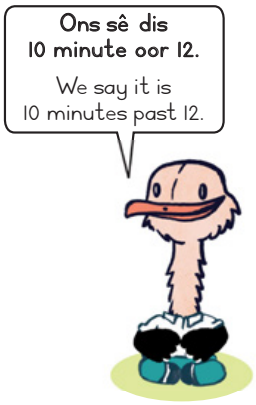
DAG 2 • DAY 2

Dui die tyd aan – digitaal
Telling the time – digital

HOOFREKENE MENTAL MATHS: FIZZ-POP – TEL 10 BY (0–50) / FIZZ POP – ADD 10 (0–50) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

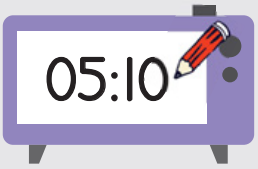
Dit wys die minute.
These are the minutes.

Dit wys die ure.
These are the hours.

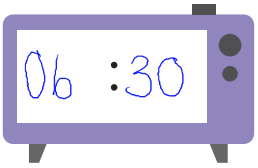


1 Skryf die digitale tyd neer.
Write the digital time.

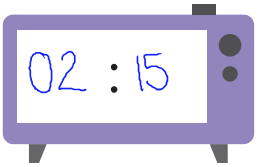
Sihlo word 10 minute oor 5 wakker.
Sihlo wakes up at 10 minutes past 5.



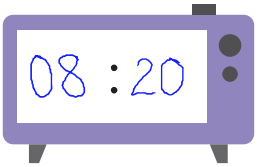
Sihlo loop 30 minute ná 6 (halfsewe) skool toe.
Sihlo walks to school at 30 minutes past 6.



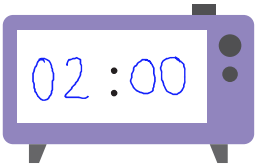
Sihlo speel 15 minute oor 2 sokker ná skool.
Sihlo plays soccer after school at 15 minutes past 2.



Sihlo slaap om 20 oor 8.
Sihlo sleeps at 20 past 8.



Dineo loop om 2-uur van die skool af huis toe.
Dineo walks home from school at 2 o'clock.



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Telling the time – digital

2 Skryf die tyd in woorde neer.
Write the time in words.

6:30 nm/pm	30 minute ná 6-uur 30 minutes past 6
7:10 vm/am	10 minutes past 7
10:15 vm/am	15 minutes past 10
2:25 nm/pm	25 minutes past 2
5:20 nm/pm	20 minutes past 5
8:30 nm/pm	half past 8

Learners' times will vary

3 Skryf in digitale tyd.
Hoe laat dit is wanneer jy:
Write in digital time. The time you:

opstaan wake up	05:30 am	skool toe gaan go to school	07:00 am
met jou lesse begin start class	07:30 am	lang pouse het have a long break	10:30 am
met jou lesse klaarmaak end class	01:45 pm	by die huis aankom arrive home	02:30 pm
aandete eet eat supper	06:30 pm	gaan slaap go to sleep	08:00 pm

Dui die tyd aan – analoog

HOOFREKENE MENTAL MATHS | FIZZ POP – TEL 10 BY FIZZ POP – ADD 10 → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Wie onthou nog wat die lang en die kort wyser op die horlosie vir ons sê?
Who remembers what the long and the short hand on the clock tell us?

Die kort wyser wys na die uur.
The short hand points to the hour.

Die lang wyser wys na die minute.
The long hand points to the minutes.

As die lang wyser op die 12 staan en die kort wyser op die 5 staan, hoe laat is dit?
If the long hand is on the 12, and the short hand is on the 5, what is the time?

Hoe moet ons die wysers beweeg om half 8 ('n halfuur ná 7) te wys?
How do we move the hands to show half past 7?

5-uur.
5 o'clock.

Waarom moet die kort wyser halfpad tussen die 7 en 8 staan om half8 te wys?
Why must the short hand be half way between the 7 and the 8 to show half past 7?

Want die tyd is halfpad tussen 7-uur en 8-uur.
Because it is halfway between 7 o'clock and 8 o'clock.

Dit duur een uur voordat die kort wyser van een getal na die volgende beweeg.
It takes an hour for the short hand to move from one number to the next.

Moedig die leerders aan om in te sien dat die horlosie se wysers net in een rigting beweeg en dat albei wysers om die horlosie beweeg. Dit is belangrik dat die leerders moet besef dat dit lank duur vir die lang wyser om heeltemal om die horlosie te beweeg en vir die kort wyser om van een getal tot die volgende te beweeg.

Encourage learners to realise that the hands of the clock only move in one direction, and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock, and for the short hand to move from one number to the next.

Telling the time – analogue

WEEK • WEEK 8

DAG 3 • DAY 3

Dui die tyd aan – analoog
Telling the time – analogue

HOOFREKENE MENTAL MATHS → FIZZ-POP – TREK 10 AF (0–50) FIZZ POP – SUBTRACT 10 (0–50) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Wanneer die UUR-wyser op die 4 staan en die MINUUT-wyser op die 12 staan, sê ons dis "4-uur". Ons skryf dit as 04:00.

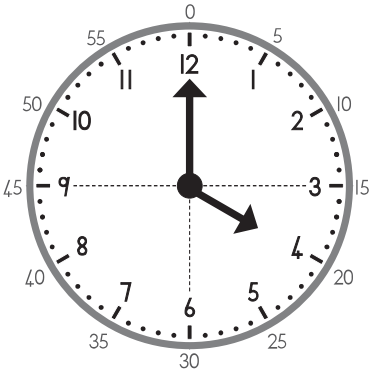
When the HOUR hand is on the 4 and the MINUTE hand is on the 12, we say "4 o'clock". We write: 04:00.

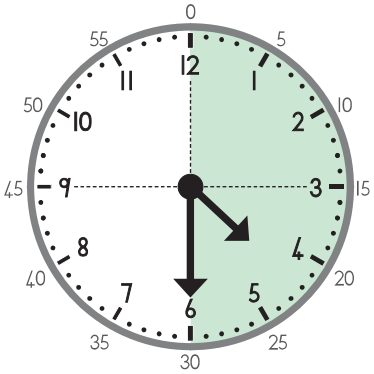
Wanneer die UUR-wyser verby die 4 staan en die MINUUT-wyser op die 6 staan, sê ons dis "half5" ('n halfuur voor 5-uur). Ons skryf dit as 04:30.

When the HOUR hand is past the 4 and the MINUTE hand is on the 6, we say "half past 4". We write: 04:30.

Daar is 2 wysers op 'n horlosie. Die kort wyser dui die UUR aan. Die lang wyser dui die MINUTE aan.

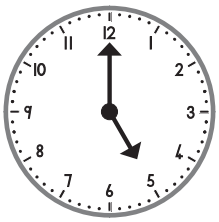
There are 2 arms on a clock. The SHORT arm points to the HOUR. The long arm points to the MINUTES.



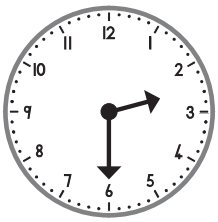


1 Hoe laat is dit?
What is the time?

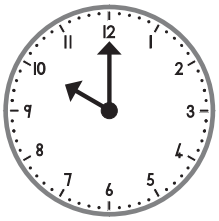
9:30



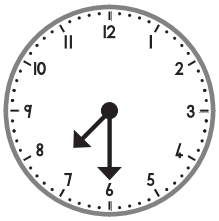
05 : 00



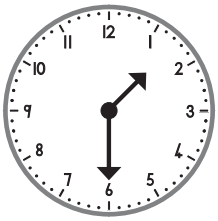
02 : 30



10 : 00



07 : 30



01 : 30

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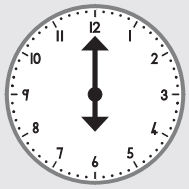
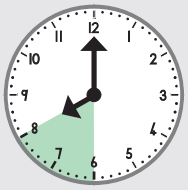
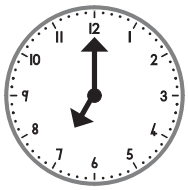
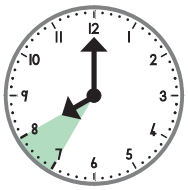
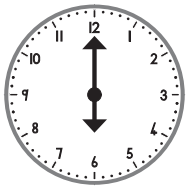
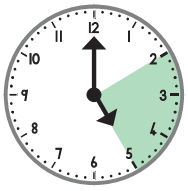
Dui die tyd aan – analoog

2 Mzi se gesinslede verlaat op die volgende tye hulle huis en kom op die volgende tye terug by die huis. Hoeveel uur lank is hulle van die huis af weg?

Mzi's family members leave home and arrive home at the following times. How many hours are they away from home?

Verlaat die huis Leave home	Kom terug by die huis Arrive home	
		2 uur lank 2 hours
		1 hour
		4 hours
		3 hours
		9 hours

Hours and half hours

HOOFREKENE
MENTAL MATHS

FIZZ POP – TEL 10 BY
FIZZ POP – ADD 10

→ KONSEPONTWIKKELING
CONCEPT DEVELOPMENT → SPELETJIE
GAME → WERKKAARTE
WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

Demonstreer hoe die wysers op die horlosie beweeg om die leerders daarop te wys dat die wysers slegs in een rigting beweeg asook dat albei wysers reg om die horlosie beweeg. Dit is belangrik dat die leerders moet kan insien dat dit die lang wyser 'n uur neem om heeltemal om die horlosie te beweeg en die kort wyser 'n uur neem om na die volgende getal te beweeg. Praat oor hoe hulle die tyd in ure en halfure kan aandui.

Demonstrate the way the hands on the clock move to show learners that the hands of the clock only move in one direction and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock and for the short hand to move from one number to the next. Talk about how to tell the time in hours and half hours.

Maak seker dat jy vir die leerders kan verduidelik dat, sodra die lang wyser op die 12 staan, ons sê dit dui die uur aan. As die kort wyser dus op die 9 staan, is dit 9-uur. Verduidelik ook dat, wanneer ons van halfuur praat, ons bedoel dat die lang wyser ná die uur aanbeweeg het, dit wil sê halfpad om die horlosie.

Be sure to explain to learners that when the long hand is on the 12, we say o'clock. So, if the short hand is on the 9, it is 9 o'clock. Also explain that saying half past comes from the fact that the long hand has moved past the hour, halfway around the clock.

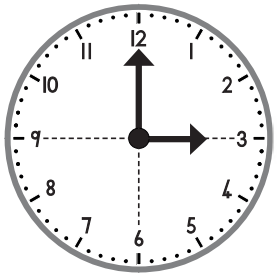
Ure en halfure

WEEK 8

DAG 4 • DAY 4

Ure en halfure
Hours and half hours

HOOFREKENE MENTAL MATHS | FIZZ-POP – TREK 10 AF (0–50) FIZZ POP – SUBTRACT 10 (0–50) → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

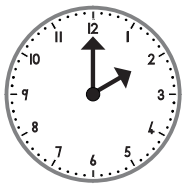


Daar is 24 uur in 'n dag. Die wyserplaat van 'n horlosie wys vir ons 12 ure aan. 'n Horlosie het 2 wysers.
There are 24 hours in one day. A clock face shows us 12 hours. A clock has 2 hands.

Die kort wyser dui die uur van die dag aan. Ons noem dit die uurwyser.
The short hand points to the hour of the day. We call this the hour hand.

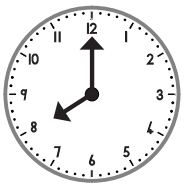
Die lang wyser dui die minute aan. Ons noem dit die minuutwyser.
The long hand points to the minutes. We call this the minute hand.

1 Hoe laat is dit?
What is the time?



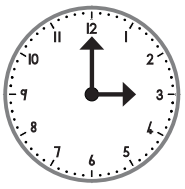
02:00

2 o' clock



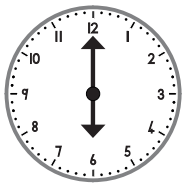
08:00

8 o' clock



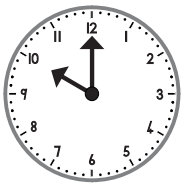
03:00

3 o' clock



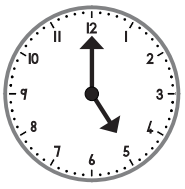
06:00

6 o' clock



10:00

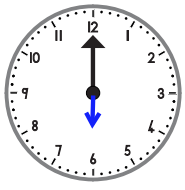
10 o' clock



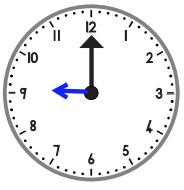
05:00

5 o' clock

2 Teken die kort wyser in.
Draw the short hand.



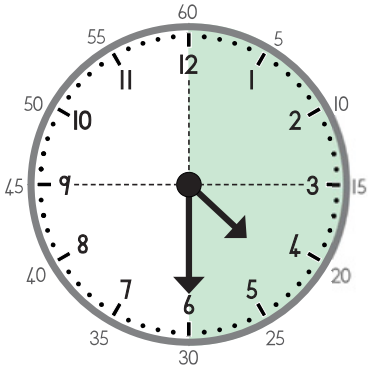
06:00



09:00

02:00

Hours and half hours



Die uurwyser loop twee keer per dag om die horlosie. 12 uur en 12 uur is gelyk aan 24 uur.

The hour hand goes around the clock two times in one day. 12 hours and 12 hours is 24 hours.

Die minuutwyser loop elke uur om die horlosie. Daar is 60 minute in 'n uur.

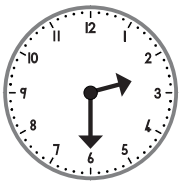
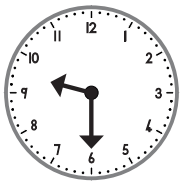
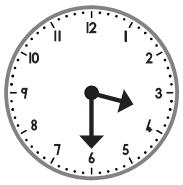
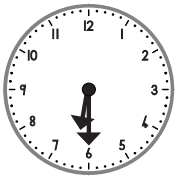
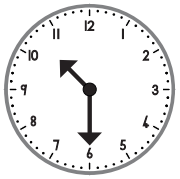
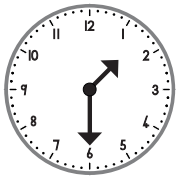
The minute hand goes around the clock every hour. There are 60 minutes in an hour.

30 is 'n halwe (die helfte) van 60. Wanneer die minuutwyser na die 6 wys, praat ons van "half____".

30 is half of 60. When the minute hand points to the 6, we say "half past".

3 Hoe laat is dit?

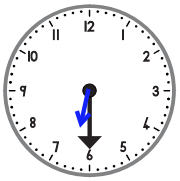
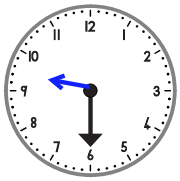
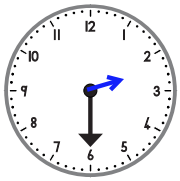
What is the time?

		
02:30	09:30	03:30
half past 2	half past 9	half past 3
		
06:30	10:30	01:30
half past 6	half past 10	half past 1

4 Teken die kort wyser in.

The hour hand must be between the two numbers when it is half past the hour.

Draw the short hand.

		
06:30	09:30	02:30

WEEK 8

DAG 5 • DAY 5

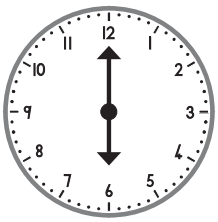
Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

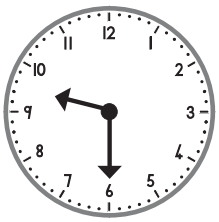
Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
Hoe laat is dit?	What is the time?
Daar is 24 uur in 'n dag.	There are 24 hours in a day.
Daar is 60 minute in 'n uur.	There are 60 minutes in an hour.
Daar is 60 sekondes in 'n minuut.	There are 60 seconds in a minute.
Daar is 12 maande in een jaar.	There are 12 months in one year.
Daar is 7 dae in 'n week.	There are 7 days in one week.
agtuur	eight o'clock
halfnege	half past eight

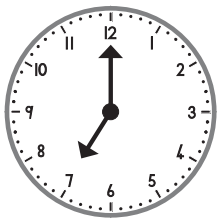
1 Hoe laat is dit?
What is the time?



06 : 00



09 : 30



07 : 00

2

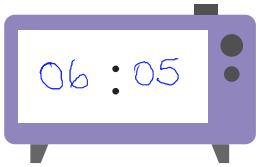
Hoeveel minute is daar in 'n uur? How many minutes in an hour?	60
Hoeveel ure is daar in 'n dag? How many hours in a day?	24
Hoeveel dae is daar in 'n week? How many days in a week?	7
Watter maand staan voor Oktober? What month comes before October?	September
Watter maand staan ná Oktober? What month comes after October?	November

82

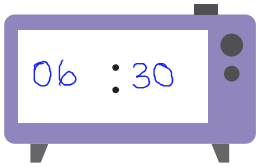
Assessment and consolidation

3 Skryf die digitale tyd neer.
Write the digital time.

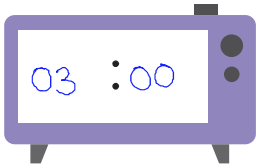
Phoebe word 5 minute oor 6 wakker.
Phoebe wakes up at 5 minutes past 6.



Phoebe loop 30 minute ná 6 skool toe.
Phoebe walks to school at 30 minutes past 6.



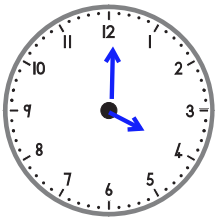
Phoebe loop om 3-uur van die skool af huis toe.
Phoebe walks home from school at 3 o'clock.



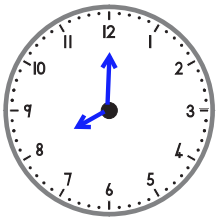
4 Skryf die tyd in woorde neer.
Write the time in words.

5:30 vm/am	half past 5 in the morning
11:30 vm/am	half past 11 in the morning
7:15 nm/pm	a quarter past 7 in the evening
3:20 nm/pm	20 minutes past 3 in the afternoon

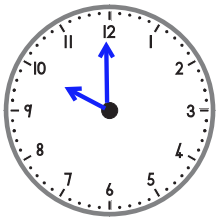
5 Teken die horlosiewysers in.
Draw the clock hands.



04:00



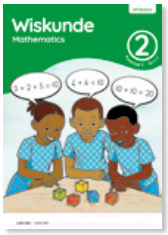
08:00



10:00

Die vorming van gelyke groepe

	Hulpbronne
Hoofrekene: Inverse bewerkings	geen
Speletjie: Deel deur 2	multifix-blokkies



Dag	Lesaktiwiteit	Leshulpbronne
1	Groepe van 2	LAB, multifix-blokkies
2	Groepe van 5	LAB, multifix-blokkies
3	Groepe van 10	LAB, multifix-blokkies
4	Geldprobleme	LAB, multifix-blokkies
5	Vaslegging	LAB

Ná hierdie week behoort die leerder in staat te wees om	✓
met behulp van springtel met 2, 5 en 10 te vermenigvuldig.	
probleme op te los deur groepe van 2, 5 en 10 te identifiseer.	
vermenigvuldigingsgetalsinne te identifiseer en te gebruik.	
geldprobleme wat totale en kleingeld behels, op te los.	

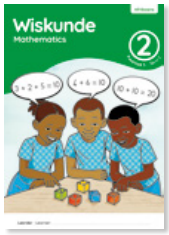
Assessering

Daar is hierdie week geen formele assessering nie.

Neem die leerders in jou klas daagliks waar en maak notas as deel van jou deurlopende informele assessering vir leer.

Making equal groups

	Resources
Mental Maths: Inverse operations	none
Game: Divide by 2	multifix blocks



Day	Lesson activity	Lesson resources
1	Groups of 2	LAB, multifix blocks
2	Groups of 5	LAB, multifix blocks
3	Groups of 10	LAB, multifix blocks
4	Money problems	LAB, multifix blocks
5	Consolidation	LAB

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 5 and 10.	
solve problems by identifying groups of 2, 5 and 10.	
identify and use multiplication number sentences	
solve money problems involving totals and change.	

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

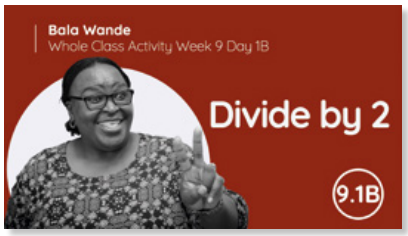
Die vorming van gelyke groepe

Hoofrekene

Ons gaan hierdie week oefen om optellings- en aftrekkingsgetalsinne as inverse bewerkings te skryf. Ons maak van 'n getaltabel gebruik om die leerders te help om die verwantskap tussen getalle te identifiseer. Die leerders moet kan insien dat hulle optellings- en aftrekkingsgetalsinne van die getalle in die getaltabel kan maak. Hulle moet oefen om die getalsinne so vinnig moontlik te skryf.

Speletjie

Ons speel hierdie week die speletjie, Deel deur 2. Die leerders ontwikkel 'n begrip van deling met behulp van die multifix-blokkies deur groepe van 2 te vorm. Hulle merk ook op dat getalle soms nie gelykop in groepe van 2 verdeel kan word nie en dat daar 'n res oorbly.



Konsepontwikkeling

Ons konsentreer hierdie week op vermenigvuldiging. Die leerders sien in dat vermenigvuldiging oor gelyke of ewe groot groepe handel, en hulle los vermenigvuldigingsprobleme met behulp van springtel op. Die leerders werk met groepe van 2, 5 en 10. Terwyl ons met vermenigvuldiging werk, konsentreer ons daarop om:

- met behulp van springtel met 2, 5 en 10 te vermenigvuldig. Vermenigvuldiging gaan daaroor dat gelyke groepe herhaal word, dus moet die leerders in staat wees om met selfvertroue te springtel.
- probleme vinnig en doeltreffend op te los deur groepe van 2, 5 en 10 te identifiseer.
- vermenigvuldigingsgetalsinne te identifiseer en te gebruik.
- geldprobleme, wat totale en kleingeld behels, op te los.

Waarna jy hierdie week moet oplet

- Bestee tyd daaraan om die Suid-Afrikaanse munte en note te hersien aangesien dit gebruik word as 'n manier waarop die leerders met groepe van 2's, 5'e en 10'e kan werk.
- Herinner die leerders daaraan dat vermenigvuldiging behels dat ewe groot groepe herhaal word. Die leerders moet met selfvertroue kan springtel ten einde hierdie probleme vinnig en doeltreffend te kan oplos.
- Moedig die leerders aan om vermenigvuldigingsgetalsinne te verbaliseer en hul oplossing van die probleme te verduidelik om sodoende hul konseptuele begrip te ontwikkel.
- Belangrike woordeskat: **gelyke (ewe groot) groepe**, **vermenigvuldiging**

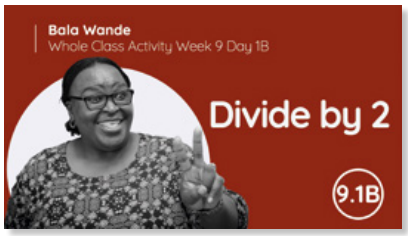
Making equal groups

Mental Maths

This week we will practise writing addition and subtraction number sentences as inverse operations. We will use a number table to help learners identify the relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table. They should practise writing the number sentences as quickly as possible.

Game

This week we will play Divide by 2. Learners will use multifix blocks to help them develop an understanding of division by creating groups of 2. Learners will also notice that sometimes numbers can't be divided equally into groups of 2, and that there is a remainder left over.



Concept development

This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. In our work on multiplication, we will focus on:

- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- solve problems quickly and efficiently by identifying groups of 2, 5 and 10.
- identify and use multiplication number sentences.
- solve money problems involving totals and change.

What to look out for this week

- Spend time revising the South African coins and notes as these will be used as a way for learners to work with groups of 2s, 5s and 10s.
- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
- Important vocabulary: **equal groups**, **multiplication**

Groepe van 2

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

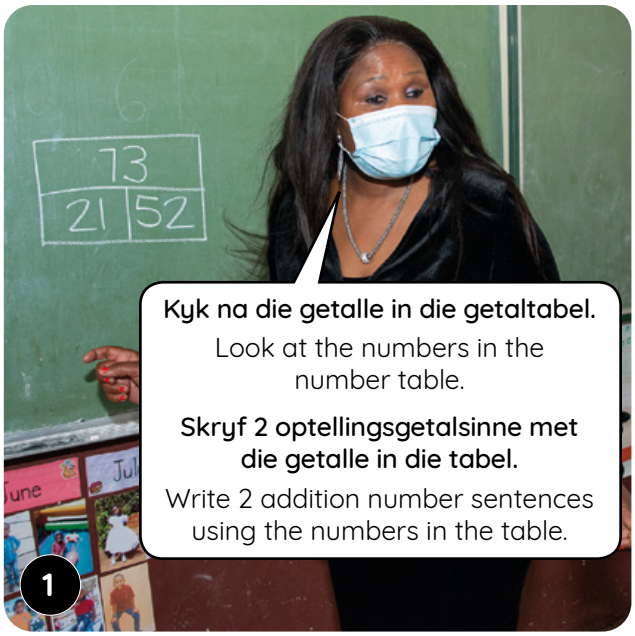
HOOFREKENE | MENTAL MATHS

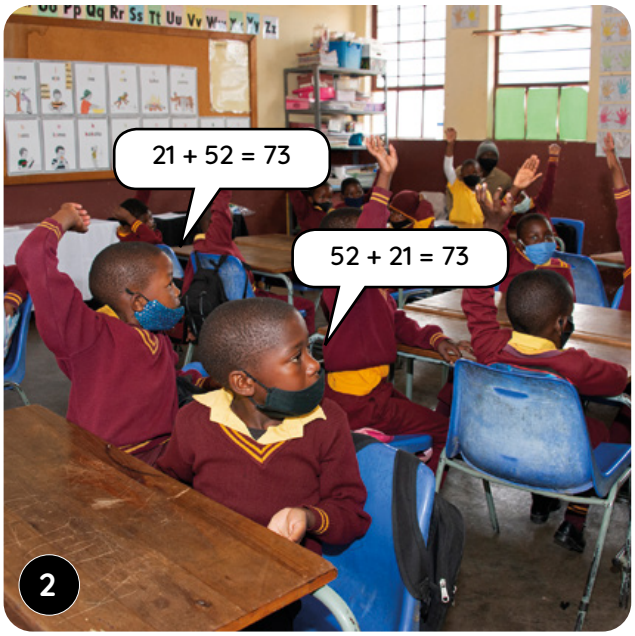
Die leerders kyk met behulp van hul getaltabel na die verwantskap tussen optellingsgetalsinne en aftrekkingsgetalsinne.

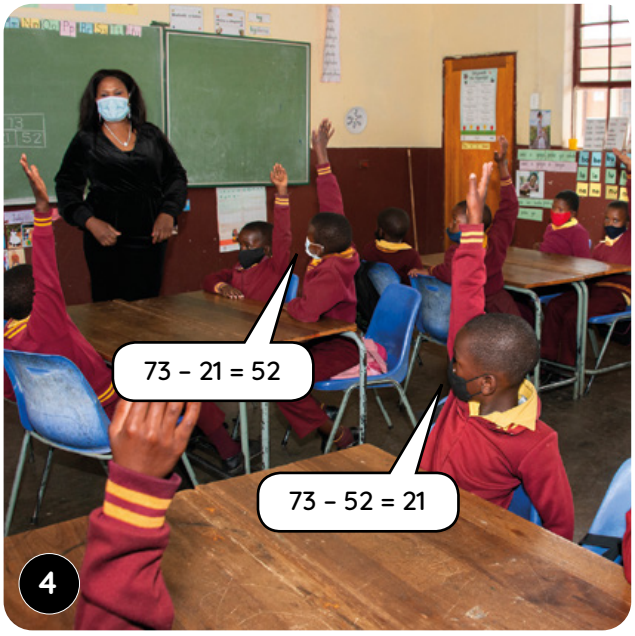
Learners will use a number table to look at the relationship between addition and subtraction number sentences.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.







Groups of 2

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

40	
	10

60	
20	

70	
30	

60	
	30

Dag 2 Day 2

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

35	
15	

40	
	5

65	
	25

75	
40	

Dag 3 Day 3

Trek af.
Subtract.

64 – 41 = _____

75 – 32 = _____

59 – 27 = _____

61 – 50 = _____

18 – 7 = _____

24 – 12 = _____

38 – 34 = _____

46 – 25 = _____

52 – 21 = _____

73 – 52 = _____

Dag 4 Day 4

Trek af.
Subtract.

28 – 17 = _____

37 – 23 = _____

55 – 42 = _____

16 – 2 = _____

48 – 36 = _____

69 – 57 = _____

24 – 14 = _____

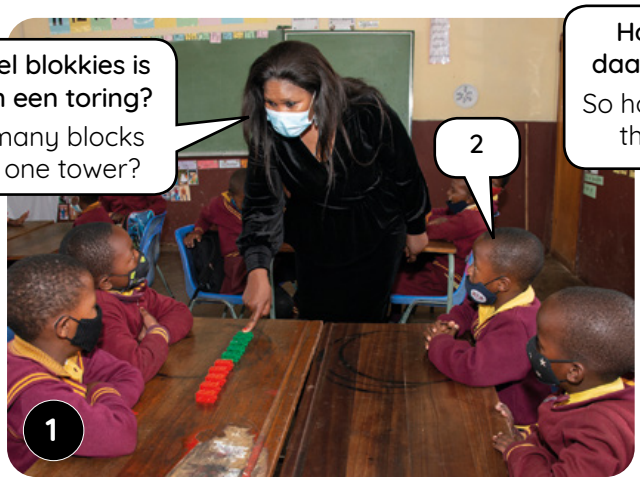
36 – 11 = _____

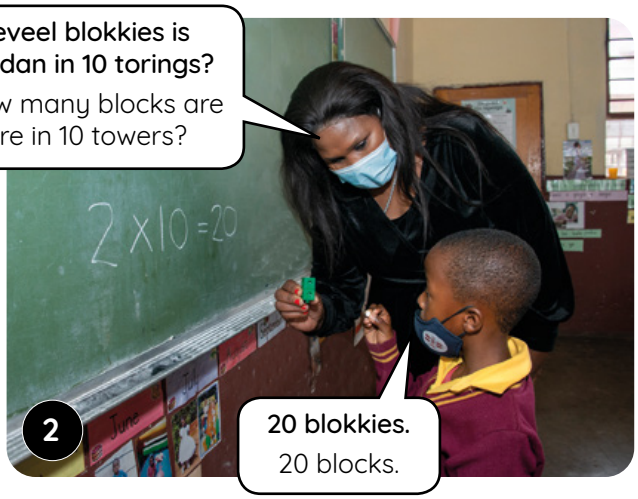
75 – 63 = _____

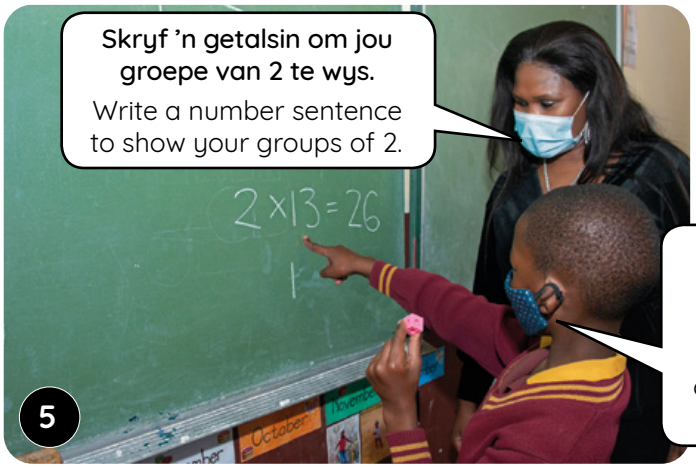
53 – 22 = _____

Groepe van 2

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT







Gee verskeie geleenthede aan die leerders om groepe van 2 met verskillende hoeveelhede blokkies te vorm. Moedig die leerders aan om die getalsinne, wat korrespondeer (ooreenstem) met die torings van 2 (en die reste) wat hulle kry, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 2 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 2 (and left overs) that they find.

Groups of 2

WEEK 9 WEEK

DAG 1 • DAY 1

Groepe van 2
Groups of 2

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Deel deur 2
Game: Divide by 2

- Werk saam in pare. Bou 10 torings van 2 elk.
  Work in pairs. Make 10 towers of 2.
- Jou onderwyser roep 'n getal uit.
  Your teacher calls a number.
- Wys die getal met torings van 2.
  Show the number with towers of 2.
- Is daar 1 wat oorbly?
  Do you have 1 left over?

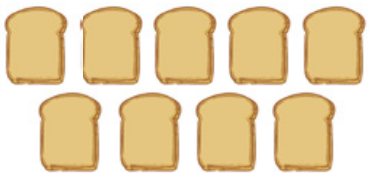
1 Hoeveel 2's? Hoeveel bly oor?
How many 2s? How many left over?

getal number	groepe van 2 groups of 2	bly oor left over
4	2	0
7	3	1
5	2	1
12	6	0
13	6	1
16	8	0
9	4	1
11	5	1
10	5	0
17	8	1
8	4	0
19	9	1

Groepe van 2

Discuss with learners what is needed to make a sandwich.

2

	Hoeveel toebroodjies is daar? How many sandwiches?	3
	Hoeveel snye brood is daar? How many slices of bread?	6
	Hoeveel toebroodjies? How many sandwiches?	8
	Hoeveel snye brood is daar? How many slices of bread?	16
	Hoeveel snye brood is daar? How many slices of bread?	9
	Hoeveel toebroodjies? How many sandwiches?	4
	Hoeveel snye bly oor? How many slices left over?	1

3 Tel in 2's vir jou antwoord.
Count in 2s to answer.

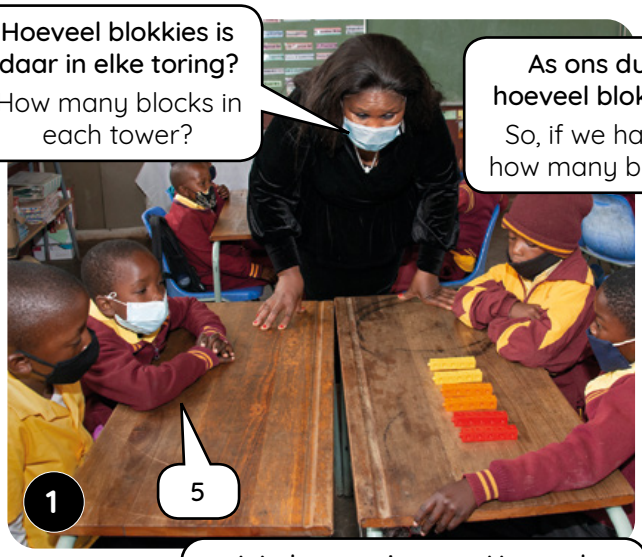
snye brood slices of bread 	toebroodjies sandwiches 	snye wat oorbly left over slices
4	2	0
5	2	1
14	7	0
15	7	1
8	4	0
9	4	1
18	9	0
19	9	1

Groups of 5

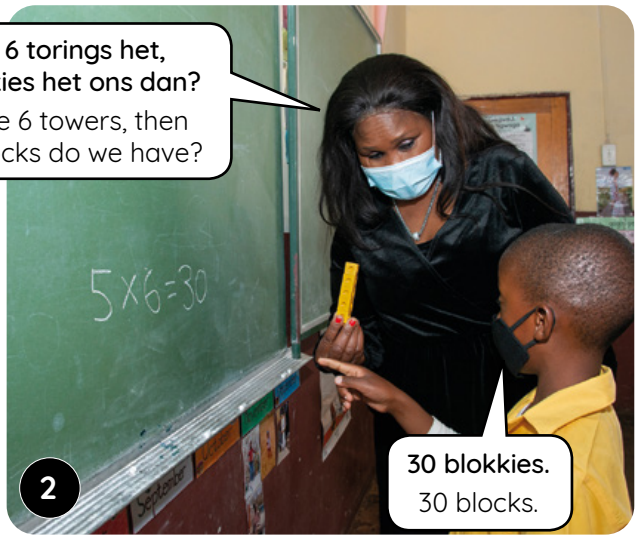
HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → **KONSEPONTWIKKELING** CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

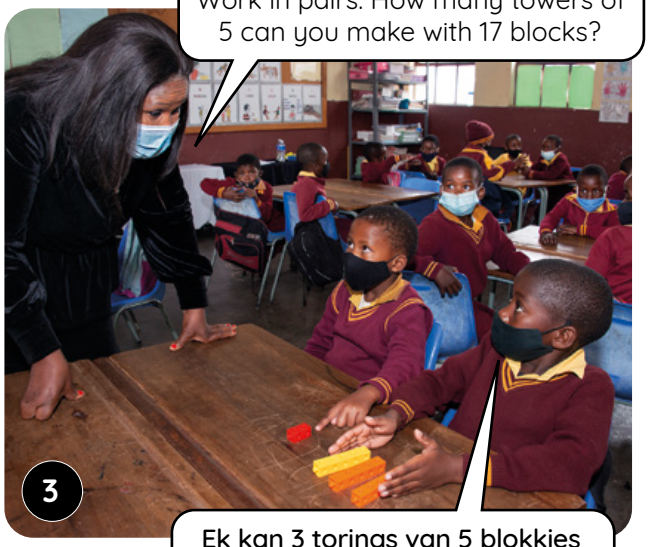
Hoeveel blokkies is daar in elke toring?
How many blocks in each tower?



As ons dus 6 torings het, hoeveel blokkies het ons dan?
So, if we have 6 towers, then how many blocks do we have?



Werk saam in pare. Hoeveel torings van 5 kan julle met 17 blokkies bou?
Work in pairs. How many towers of 5 can you make with 17 blocks?



Ek kan 3 torings van 5 blokkies elk bou, en 2 blokkies bly oor.
I can make 3 towers of 5 and I have 2 blocks left over.

Skryf 'n getalsin om jou groepe van 5 te wys.
Write a number sentence to show your groups of 5.

Ek bou 3 torings van 5 en daar bly 2 blokkies oor. Daar is 3 vyfs in 17, met 2 wat oorbly.
I made 3 towers of 5 and I had 2 blocks left over. There are 3 fives in 17 and 2 left over.

Gee verskeie geleenthede aan die leerders om groepe van 5 met verskillende hoeveelhede blokkies te vorm. Moedig hulle aan om die getalsinne, wat korrespondeer met die torings van 5 (en die reste) wat hulle kry, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 5 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 5 (and left overs) that they find.

Groepe van 5

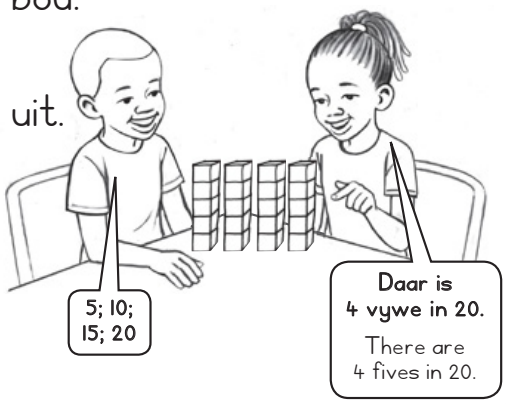
WEEK 9 • DAG 2 • DAY 2

Groepe van 5
Groups of 5

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Deel deur 5
Game: Divide by 5

- Werk saam in pare. Berei voor deur 10 torings van 5 blokkies elk te bou.
  Work in pairs. Prepare by building 10 towers of 5 blocks.
- Jou onderwyser roep 'n getal uit.
  Your teacher calls a number.
- Wys die getal met torings van 5.
  Show the number with towers of 5.
- Hoeveel bly oor?
  How many left over?



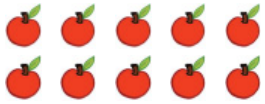
1 Hoeveel 5'e? Hoeveel bly oor? Let learners practice counting in 5.
How many 5s? How many left over?

getal number	groepe van 5 groups of 5	bly oor left over
11	2	1
16	3	1
15	3	0
18	3	3
25	5	0
27	5	2
17	3	2
20	4	0
24	4	4
30	6	0
34	6	4

Groups of 5

2 Daar is 5 appels in een sakkie.
One bag has 5 apples.

Hoeveel sakkies is daar? How many bags?	5
Hoeveel appels is daar? How many apples?	25



Hoeveel appels is daar? How many apples?	10
Hoeveel sakkies? How many bags?	2
Hoeveel appels bly oor? How many apples left over?	0

count in 2s

Hoeveel appels is daar? How many apples?	16
Hoeveel sakkies? How many bags?	3
Hoeveel appels bly oor? How many apples left over?	1

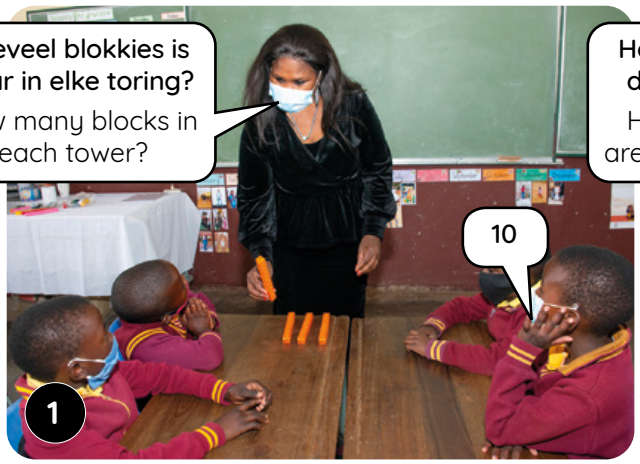
3 Tel in 5'e vir jou antwoord.
Count in 5s to answer.

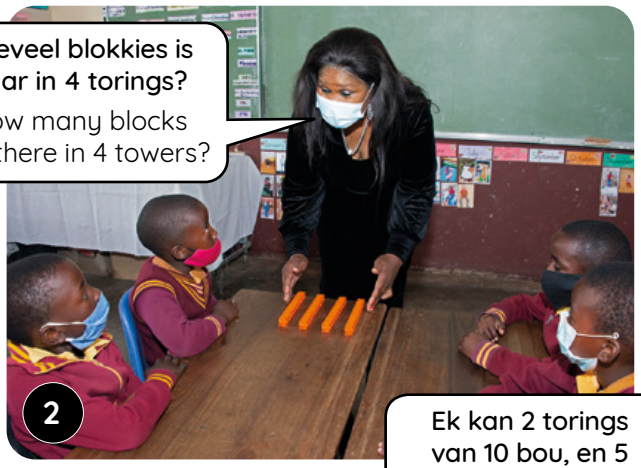
appels apples	sakkies bags	appels wat oorbly left over apples
20	4	0
18	3	3
25	5	0
27	5	2
30	6	0

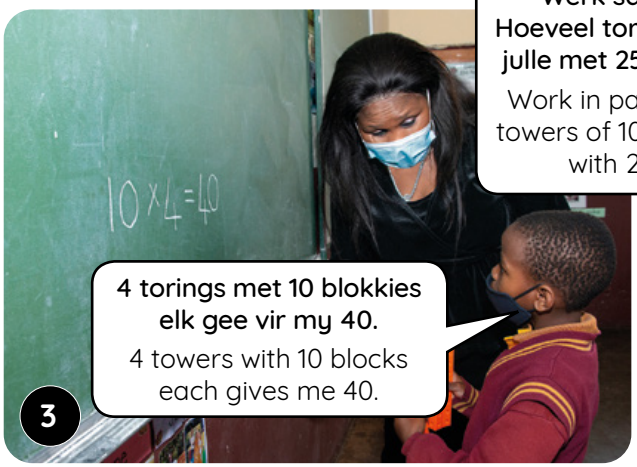
Groepe van 10

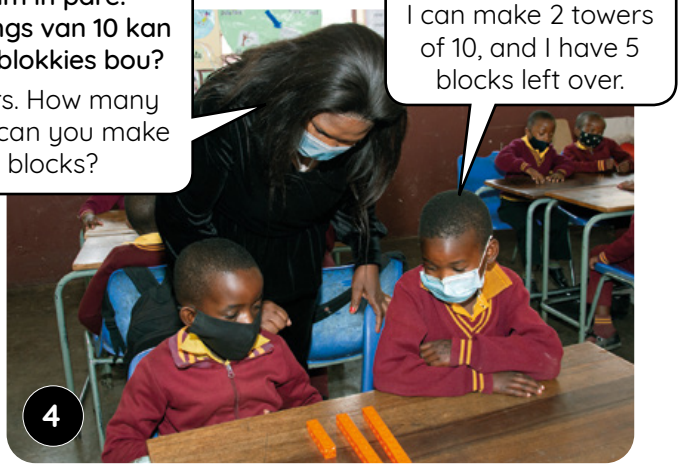
HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT









Gee verskeie geleenthede aan die leerders om groepe van 10 met verskillende hoeveelhede blokkies te vorm. Moedig hulle aan om die getalsinne, wat korrespondeer met die torings van 10 (en die reste) wat hulle kry, te skryf en te verbaliseer.

Allow the learners several opportunities to make groups of 10 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 10 (and left overs) that they find.

Groups of 10

WEEK • WEEK 9

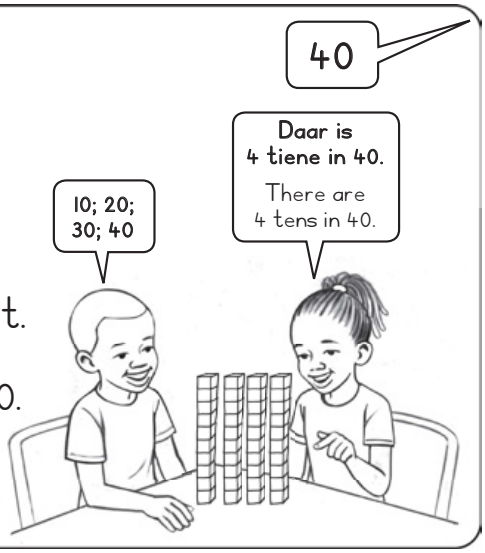
DAG 3 • DAY 3

Groepe van 10
Groups of 10

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Deel deur 10
Game: Divide by 10

- Werk saam in pare.
  Work in pairs.
- Berei voor deur 10 torings van 10 blokkies elk te bou.
  Prepare by building 10 towers of 10.
- Jou onderwyser roep 'n getal uit.
  Your teacher calls a number.
- Wys die getal met torings van 10.
  Show the number with towers of 10.
- Hoeveel bly oor?
  How many left over?

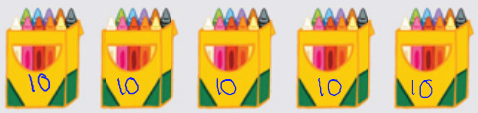


1 Hoeveel 10'e is daar? Hoeveel bly oor?
How many 10s? How many left over?

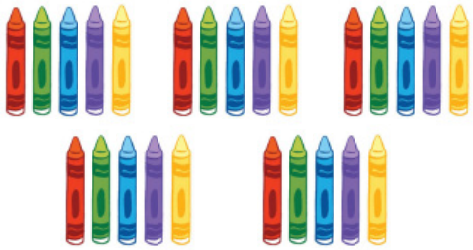
getal number	groepe van 10 groups of 10	bly oor left over
30	3	0
24	2	4
37	3	7
42	4	2
50	5	0
55	5	5
58	5	8
60	6	0
71	7	1
80	8	0
87	8	7
96	9	6

Groepe van 10

2 Daar is 10 kryte in een boksie.
One box has 10 crayons.

	Hoeveel boksies is daar? How many boxes?	5
	Hoeveel kryte is daar? How many crayons?	50

	Hoeveel kryte is daar? How many crayons?	11
	Hoeveel boksies is daar? How many boxes?	1
	Hoeveel kryte bly oor? How many crayons left over?	1

	Hoeveel kryte is daar? How many crayons?	25
	Hoeveel boksies is daar? How many boxes?	2
	Hoeveel kryte bly oor? How many crayons left over?	5

3 Tel in 10'e vir jou antwoord.
Count in 10s to answer.

kryte crayons 	boksies boxes 	kryte wat oorbly left over crayons
10	1	0
15	1	5
20	2	0
40	4	0
55	5	5

Money problems

HOOFREKENE / MENTAL MATHS | INVERSE BEWERKINGS / INVERSE OPERATIONS → **KONSEPONTWIKKELING / CONCEPT DEVELOPMENT** → SPELETJIE / GAME → WERKKAARTE / WORKSHEETS

KONSEPONTWIKKELING | CONCEPT DEVELOPMENT

'n Suigstokkie kos R2. Omuhle het R14. Hoeveel suigstokkies kan Omuhle koop?

A lollipop costs R2. Omuhle has R14. How many lollipops can Omuhle buy?

Werk met julle blokkies uit hoeveel suigstokkies Omuhle kan koop.

Use your blocks to work out how many lollipops Omuhle can buy.

Een suigstokkie kos R2, dus bou ek torings van 2 elk. Ek kan 7 torings van 2 bou. Omuhle kan dus 7 suigstokkies koop.

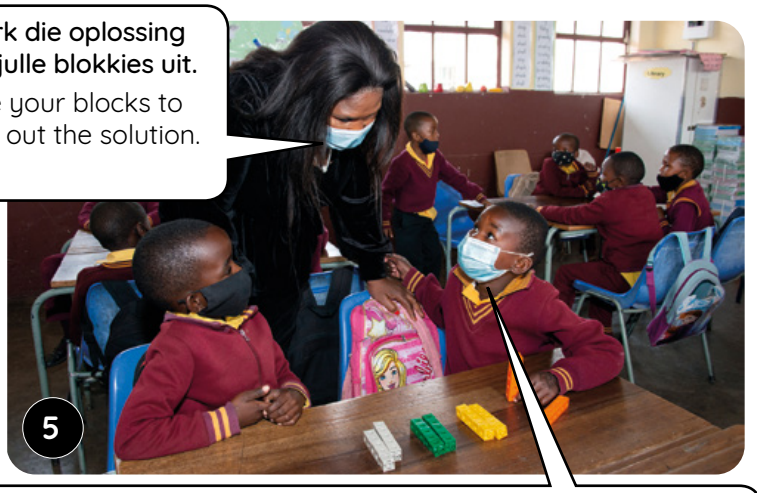
One lollipop costs R2 so I make towers of 2. I can make 7 towers of 2 so Omuhle can buy 7 lollipops.

Een roomys kos R5. Mandla het R40. Hoeveel roomyse kan Mandla koop?

An ice cream costs R5. Mandla has R40. How many ice creams can Mandla buy?

Werk die oplossing met julle blokkies uit.

Use your blocks to work out the solution.



Een roomys kos R5, dus bou ek torings van 5 elk. Ek gebruik 40 blokkies. Ek kan 8 torings van 5 bou. Mandla kan dus 8 roomyse koop.

One ice cream costs R5 so I make towers of 5. I use 40 blocks. I can make 8 towers of 5, so Mandla can buy 8 ice creams.

Herhaal die stappe met ander woordprobleme waarin daar gelykop verdeel word. Gee geleenthede aan die leerders om met groepe van 2, 5 en 10 te werk.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 5 and 10.

WEEK 9 • WEEK

DAG 4 • DAY 4

Geldprobleme
Money problems

HOOFREKENE MENTAL MATHS | INVERSE BEWERKINGS INVERSE OPERATIONS → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

1

Hoeveel munte is daar? How many coins?	5
Hoeveel rande is daar? How many Rands?	R10

										
munte coins	1	2	3	4	5	6	7	8	9	10
rande rands	2	4	6	8	10	12	14	16	18	20

2

Thandi het R7. Thandi has R7.	Hoeveel lekkers kan sy koop? How many sweets can she buy?	3
	Hoeveel kleingeld bly oor? How much change left over?	R1
Mandla het R10. Mandla has R10.	Hoeveel lekkers kan hy koop? How many sweets can he buy?	5
	Hoeveel kleingeld bly oor? How much change left over?	0
Sipho het R15. Sipho has R15.	Hoeveel lekkers kan hy koop? How many sweets can he buy?	7
	Hoeveel kleingeld bly oor? How much change left over?	R1

3 Een lekker kos R2. Hoeveel lekkers kan jy koop vir:
One sweet costs R2. How many sweets can you buy for:

R8	4	R10	5	R20	10	R4	2	R12	6	R16	8

This is like halving - can you see the pattern?

Money problems

4 Een roomys kos R5. Hoeveel roomyse kan jy koop?
One ice cream costs R5. How many ice creams can you buy?

R15	3	R25	5	R20	4	R10	2	R30	6	R50	10

Remind learners to write change as R

5 

Noni het R12. Noni has R12.	Hoeveel roomyse kan sy koop? How many ice creams can she buy?	2
	Hoeveel kleingeld bly oor? How much change left over?	R2
Mila het R21. Mila has R21.	Hoeveel roomyse kan sy koop? How many ice creams can she buy?	4
	Hoeveel kleingeld bly oor? How much change left over?	R1

6 Een koeldrank kos R10. Hoeveel koeldranke kan jy koop?
One cold drink costs R10. How many cool drinks can you buy?

R20	2	R10	1	R50	5	R30	3	R80	8	R100	10

7 

Cawe het R13. Cawe has R13.	Hoeveel koeldranke kan sy koop? How many cold drinks can she buy?	1
	Hoeveel kleingeld bly oor? How much change left over?	R3
Sina het R24. Sina has R24.	Hoeveel koeldranke kan sy koop? How many cold drinks can she buy?	2
	Hoeveel kleingeld bly oor? How much change left over?	R4

WEEK 9

DAG 5 • DAY 5

Vaslegging
Consolidation

WERKKAART WORKSHEET → WERKKAART WORKSHEET

Kom ons praat Wiskunde!
Let's talk Maths!

In Afrikaans sê ons:	In English we say:
ewe groot groepe	equal groups
5 groepe van 2 is 10	5 groups of 2 is 10
7 groepe van 5 is 35	7 groups of 5 is 35
6 groepe van 10 is 60	6 groups of 10 is 60
bly oor	left over
Daar is 3 tiene in 34 en 4 bly oor.	There are 3 tens in 34 and 4 Is left over.

1 Hoeveel 2's? Hoeveel bly oor?
How many 2s? How many left over?

getal number	groepe van 2 groups of 2	bly oor left over
11	5	1
23	11	1
20	10	0
25	12	1
34	17	0
47	23	1

2 Voltooi die tabelle.
Complete the tables.

										
munte coins	1	2	3	4	5	6	7	8	9	10
rande rands	2	4	6	8	10	12	14	16	18	20

Ask learners to describe the pattern.

92

Consolidation

Get learners to count in 3s or 2s.

3 Pak 2 suigstokkies in 'n sakkie.
Pack 2 lollipops in a bag.

	Hoeveel suigstokkies is daar? How many lollipops?	27
	Hoeveel sakkies? How many bags?	13
	Hoeveel bly oor? How many left over?	1
	Hoeveel suigstokkies is daar? How many lollipops?	21
	Hoeveel sakkies? How many bags?	10
	Hoeveel bly oor? How many left over?	1

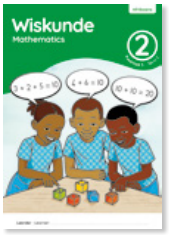
4 Los die probleme op.
Solve the problems.

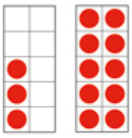
Een boek kos R10. One book costs R10.	Omuhle het R26. Omuhle has R26.	Hoeveel boeke kan sy koop? How many books can she buy?	2
		Hoeveel kleingeld bly oor? How much change is left?	R6

Een roomys kos R5. One ice cream costs R5.	Ntando het R39. Ntando has R39.	Hoeveel roomyse kan hy koop? How many ice creams can he buy?	7
		Hoeveel kleingeld bly oor? How much change is left?	R4

Hersiening

	Hulpbronne
Hoofrekene: Hoeveel om 20 te maak?	kolkaarte
Speletjie: Hoe ver tot by die volgende 10?	geen




Dag	Lesaktiwiteit	Leshulpbronne
1	Tel op tot 75	LAB, basis tien-blokkies
2	Trek af tot 75	LAB, basis tien-blokkies
3	Optellings- en aftrekkingswoordprobleme	LAB, basis tien-blokkies
4	Werk met geld	LAB, geldplakkaat
5	Werk met geld	LAB, geldplakkaat

Ná hierdie week behoort die leerder in staat te wees om	✓
getalle tot 75 doeltreffend op te tel en af te trek.	
optellingswoordprobleme en aftrekkingswoordprobleme op te los.	
getalle te vergelyk deur die verskil tussen die getalle te bereken.	
berekenings met geld te doen.	

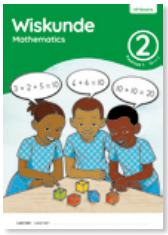
Assessering

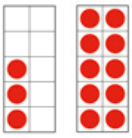
Daar is hierdie week geen formele assessering nie.

Neem die leerders in jou klas daagliks waar en maak notas as deel van jou deurlopende informele assessering vir leer.

Revision

	Resources
Mental Maths: How much to make 20?	dot cards
Game: How far to the next 10?	none




Day	Lesson activity	Lesson resources
1	Addition to 75	LAB, base ten blocks
2	Subtraction to 75	LAB, base ten blocks
3	Addition and subtraction word problems	LAB, base ten blocks
4	Working with money	LAB, money poster
5	Working with money	LAB, money poster

After this week the learner should be able to:	✓
add and subtract numbers to 75 efficiently.	
solve addition and subtraction word problems.	
compare numbers by calculating the difference between them.	
perform calculations with money.	

Assessment

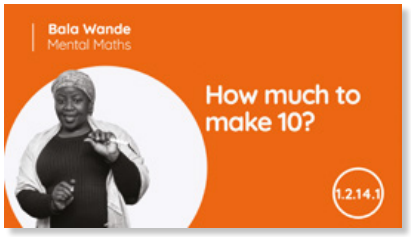
There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

Hersiening

Hoofrekene

Hierdie week in Hoofrekene maak ons 20. Ons bou voort op en lê die kennis van die **getalkombinasies van 10** met behulp van kolkaarte vas. Die leerders moet 10 visualiseer deur die tienrame, wat deur die gedrukte kolkaarte geskep is, vol te maak en dan 20 te maak. Hierdie aktiwiteit versterk die leerders se begrip van hul getalkombinasies van tien en additiewe verwantskappe.



Speletjie

Met hierdie speletjie roep die leerders getalle uit en identifiseer dan die tiene wat daarop volg. Hulle werk ook uit hoe ver dit tot by die volgende tien is. Dit is belangrik dat die leerders 'n goeie begrip van getalle moet ontwikkel en in staat moet wees om tiene vinnig en doeltreffend te identifiseer.

Hersiening

Ons hersien hierdie week optelling en aftrekking deur numeriese berekenings te doen, woordprobleme op te los en met geld te werk. Daar word geleenthede aan die leerders gegee om dit wat hulle geleer het, te oefen en om hul vermoë om probleme doeltreffend op te los, te ontwikkel. Ons konsentreer op die volgende:

Dag 1
- Tel op tot 75 met behulp van basis tien-blokkies of getallelyne (sien week 2 en 4)

Dag 2
- Trek af tot 75 met behulp van basis tien-blokkies of getallelyne (sien week 2 en 5)

Dag 3
- Optellings- en aftrekkingswoordprobleme (sien week 4 en 5)

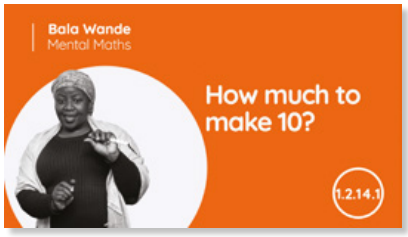
Dag 4
- Werk met geld

Dag 5
- Werk met geld

Revision

Mental Maths

In Mental Maths this week we make 20. We build on and consolidate knowledge of the **bonds of 10** using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners' understanding of their bonds of ten and additive relations.



Game

In this game learners call out numbers and identify the tens that follow them. Learners will also work out how far it was to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Revision

This week we revise addition and subtraction by doing numeric calculations, solving word problems and working with money. Learners will be given opportunities to practise what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1
- Addition to 75 using base ten blocks or number lines (see Weeks 2 and 4)

Day 2
- Subtraction to 75 using base ten blocks or number lines (see Weeks 2 and 5)

Day 3
- Addition and subtraction word problems (see Weeks 4 and 5)

Day 4
- Working with money

Day 5
- Working with money

Tel op tot 75

HOOFREKENE MENTAL MATHS | MAAK 20 MAKE 20 → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → SPELETJIE GAME → WERKKAARTE WORKSHEETS

HOOFREKENE | MENTAL MATHS

Oefen om 20 met behulp van kolkaarte te kry.

Practise making 20 using dots cards.

Onthou om elke dag die datum na te gaan en die register af te merk.

Remember to check the date and mark the register every day.

Addition to 75

Verrykingsaktiwiteite • Enrichment activities

Dag 1 Day 1

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

25	
	15

52	
22	

75	
41	

69	
	33

Dag 2 Day 2

Voltooi die tabel. Skryf 2 optellingsgetalsinne en 2 aftrekkingsgetalsinne vir die tabel.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

48	
40	

74	
	54

28	
	11

46	
14	

Dag 3 Day 3

Wat is die verskil tussen:
What is the difference between:

64 en 41?
64 and 41?

24 en 12?
24 and 12?

75 en 32?
75 and 32?

38 en 34?
38 and 34?

59 en 27?
59 and 27?

46 en 25?
46 and 25?

61 en 50?
61 and 50?

52 en 21?
52 and 21?

18 en 7?
18 and 7?

73 en 52?
73 and 52?

Dag 4 Day 4

Wat is die verskil tussen:
What is the difference between:

28 en 7?
28 and 17?

69 en 57?
69 and 57?

37 en 23?
37 and 23?

24 en 24?
24 and 14?

55 en 42?
55 and 42?

36 en 11?
36 and 11?

16 en 2?
16 and 2?

75 en 63?
75 and 63?

48 en 36?
48 and 36?

53 en 22?
53 and 22?

Tel op tot 75

WEEK 10

DAG 1 • DAY 1

Tel op tot 75
Addition to 75

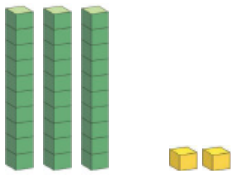
HOOFREKENE MENTAL MATHS | MAAK 20 MAKE 20 → SPELETJIE GAME → KONSEPONTWIKKELING CONCEPT DEVELOPMENT → WERKKAARTE WORKSHEETS

Speletjie: Hoe ver tot by die volgende 10?
Game: How far to the next 10?

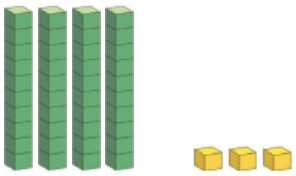
- Werk saam in pare.
  Work in pairs.
- Kies 'n getal.
  Choose a number.
- Wat is die volgende 10?
  What is the next 10?
- Hoe ver tot by die volgende 10?
  How far to the next 10?
- Speel weer!
  Do it again!

32 + 43 = ____

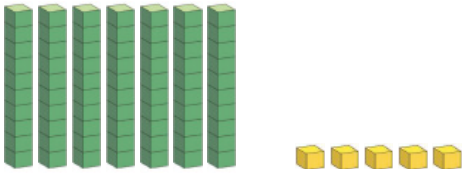
32 is dieselfde as 30 en 2.
32 is the same as 30 and 2.



Om 43 op te tel, is dieselfde as om 40 en 3 op te tel.
Adding 43 is the same as adding 40 and 3.

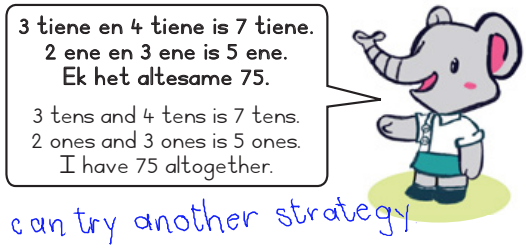


Ek sit die blokkies bymekaar wanneer ek optel.
I put the blocks together when I add.



32 + 43 = 30 + 40 + 2 + 3
= 70 + 5
= 75

OR 32 + 40 + 3
= 72 + 3
= 75



Learners can try another strategy

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Addition to 75

1 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

24 + 31 = 20+30+4+1 = 50+5 = 55	13 + 54 = 10+50+3+4 = 60+7 = 67

2 Los met blokkies op.

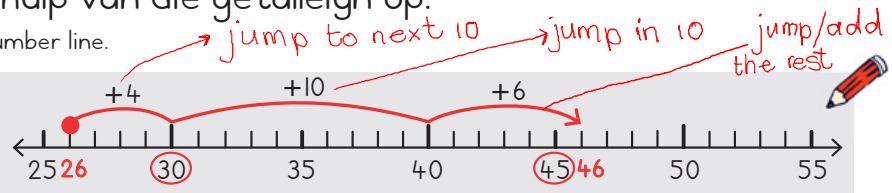
Solve using blocks.

23 + 31 = 54	34 + 32 = 66	27 + 31 = 58
39 + 20 = 59	12 + 46 = 58	65 + 10 = 75

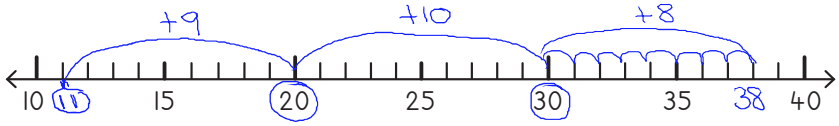
3 Los met behulp van die getallelyn op.

Solve using the number line.

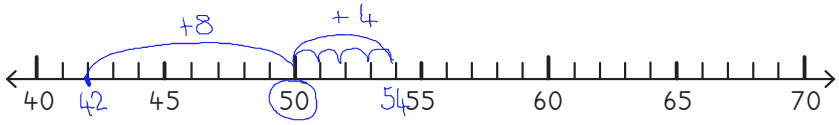
26 + 20 = 46



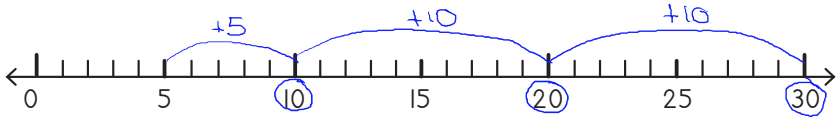
11 + 27 = 38



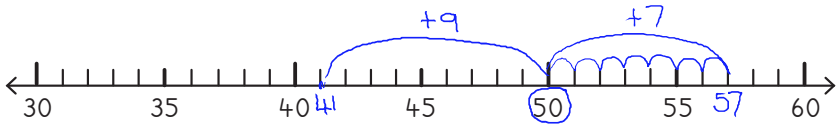
42 + 12 = 54



5 + 25 = 30



41 + 16 = 57



Trek af tot 75

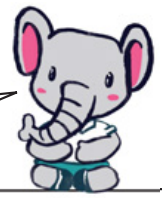
WEEK 10 • WEEK

DAG 2 • DAY 2

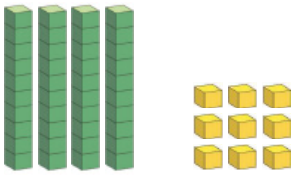
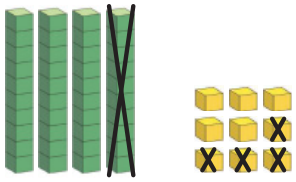
Trek af tot 75
Subtraction to 75

WERKKAARTE
WORKSHEETS

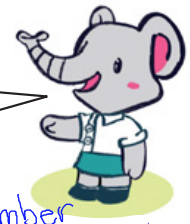
$49 - 14 = \_\_\_\_$



Jy kan met blokkies aftrek. Kom ons trek 10'e en 1'e af.
You can use blocks to subtract. Let's subtract 10s and 1s.

49 is dieselfde as 40 en 9. 49 is the same as 40 and 9.	Om 14 af te trek, is dieselfde as om 10 en 4 af te trek. Subtracting 14 is the same as subtracting 10 and 4.
	

$49 - 14 = 49 - 10 - 4$
$= 39 - 4$
$= 35$



Daar is 3 tiene en 5 ene. Dit maak 35. Die verskil tussen 49 en 14 is 35.
There are 3 tens and 5 ones left. That makes 35. The difference between 49 and 14 is 35.

Keep the first number whole. Split the second number according to place value. Subtract 10s then 1s.

1 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

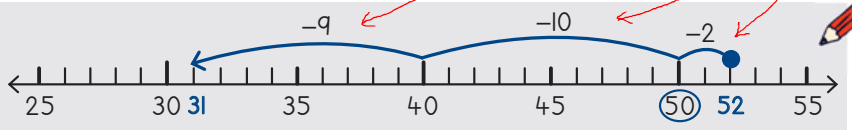
$56 - 32 = 56 - 30 - 2$ $= 26 - 2$ $= 24$	$67 - 35 = 67 - 30 - 5$ $= 37 - 5$ $= 32$
$48 - 27 = 48 - 20 - 7$ $= 28 - 7$ $= 21$	$75 - 52 = 75 - 50 - 2$ $= 25 - 2$ $= 23$

Subtraction to 75

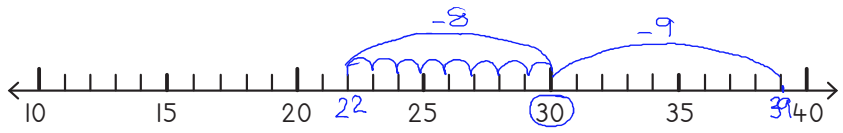
2 Los met behulp van die getallelyn op.
Solve using the number line.

Jump to the previous 10
Jump backwards in 10
Subtract the rest.

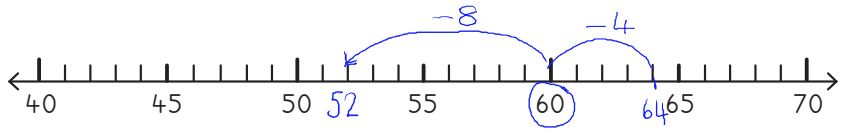
52 – 21 = 31



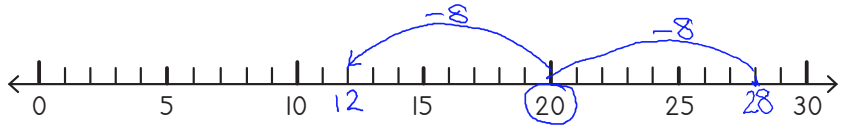
39 – 17 = 22



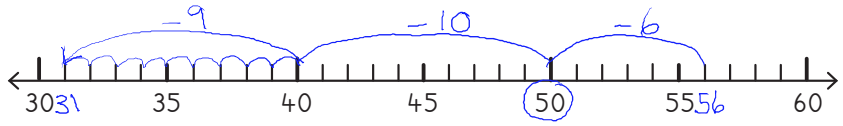
64 – 12 = 52



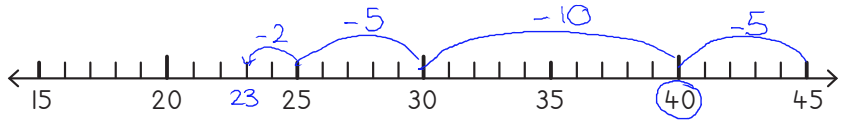
28 – 16 = 12



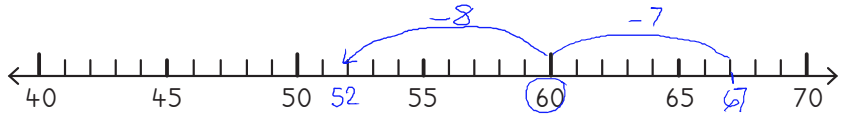
56 – 25 = 31



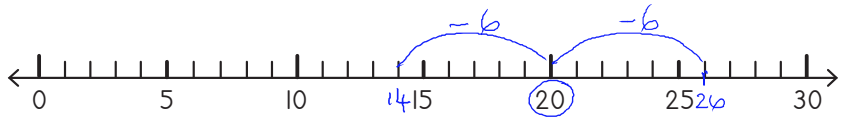
45 – 22 = 23



67 – 15 = 52



26 – 12 = 14



3 Bereken.
Calculate.

36 – 10 = 26	75 – 40 = 35	56 – 32 = 24
68 – 45 = 23	49 – 37 = 12	57 – 21 = 36

WEEK 10 • WEEK

DAG 3 • DAY 3

Optellings- en aftrekkingswoordprobleme

Addition and subtraction word problems

WERKKAARTE
WORKSHEETS

1 Kom ons skryf getalsinne met behulp van ons blokkies!

Let's use our blocks and write number sentences!

Lebo koop 'n hemp vir R30 en 'n pet vir R25. Hoeveel gee hy altesame uit? Lebo bought a shirt for R30 and a cap for R25. How much did he spend altogether? R30 + R25 = R30 + R20 + R5 = R55	Likho koop 'n sjokolade vir R12 en skyfies vir R15. Hoeveel gee hy altesame uit? Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether? R12 + R10 + R5 = R22 + R5 = R27
Bev het R60. Sy koop 'n bloes vir R59. Hoeveel geld het sy nou? Bev had R60. She bought a shirt for R59. How much money does she have now? R60 - R50 - R9 = R10 - R9 = R1	Brian het R50. Hy koop 'n sjokolade vir R15. Hoeveel geld het hy nou? Brian had R50. He bought a chocolate for R15. How much money does he have now? R50 – R10 – R5 = R40 – R5 = R35

2 Dink jou eie optellings- en aftrekkingsprobleme uit. Skryf die oplossings hier neer.

Make up your own addition and subtraction problems. Write the solutions here.

any suitable 2 digit problems = _____ = _____	_____ = _____ = _____

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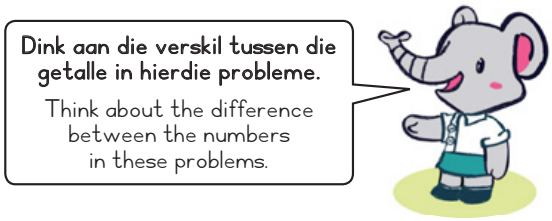
Addition and subtraction word problems



3 Los met behulp van die getallelyn op. Skryf die getalsin.
Solve using the number line. Write the number sentence.

Ntando reis 57 kilometer. Zizo reis 18 kilometer. Wie van hulle reis verder? Ntando travels 57 kilometres. Zizo travels 18 kilometres. Who went farther?	Ntando
Hoeveel verder? How much farther?	39 km

Nkhanyiso lees 36 boeke. Thandekile lees 24 boeke. Wie lees meer boeke? Nkhanyiso read 36 books. Thandekile read 24 books. Who read more?	Nkhanyiso
Hoeveel boeke meer? How much more?	12 books

Thando hardloop 17 kilometer. Xoli hardloop 20 kilometer. Wie hardloop verder? Thando runs 17 kilometres. Xoli runs 20 kilometres. Who runs farther?	Xoli
Hoeveel verder? How much farther?	3 km

Buhle hardloop 13 kilometer. Sam hardloop 10 kilometer. Wie hardloop verder? Buhle ran 13 kilometres. Sam ran 10 kilometres. Who ran farther?	Buhle
Hoeveel verder? How much farther?	3 km

Werk met geld

WEEK 10 • WEEK

DAG 4 • DAY 4

Werk met geld
Working with money

WERKKAARTE
WORKSHEETS

10c	20c	50c	R1

1 Hoeveel moet ek betaal?
How much do I have to pay?

50c + 10c = 60c	10c + 20c + 20c = 50c
20c + 50c = 70c	50c + 50c = R1

2 Tannie Thina verkoop lekkers. 'n Kind gee haar 1 rand om 'n lekker mee te koop. Hoeveel kleingeld gee sy die kind?
Aunty Thina sells sweets. A child gives her 1 Rand to buy a sweet. How much change does she give the child?

100c – 10c = 90c	100c – 50c = 50c
100c – 20c = 80c	R1 – R1 = 0 or 100c – 100c = 0

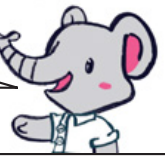
Working with money

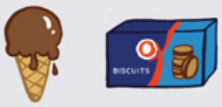
Learners can use number lines to calculate if needed.

 R1	 R2	 R5	 R10	 R20	 R50

3 Hoeveel moet ek betaal?

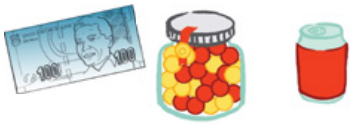
How much do I have to pay?



 R2 + R10 = R12	 R20 + R5 + R1 = R26
 R50 + R20 = R70	 R10 + R20 + R50 = R80

4 Oom Ndu besit 'n winkel in die dorp. Elke klant kom binne met R100. Hoeveel kleingeld gee hy?

Uncle Ndu owns a shop in town. Each customer came with R100. How much change does he give?

 R100 – R10 = R90	 R100 – R20 – R5 = R75
 R100 – R50 = R50	 R100 – R50 – R2 = R48

Werk met geld

WEEK 10 • WEEK

DAG 5 • DAY 5

Werk met geld
Working with money

WERKKAARTE
WORKSHEETS

1 Teken die volgende deur net R10-note en R1-munte te gebruik.

Draw the following using only R10 notes and R1 coins.

R37	R10 R10 R10 R1 R1 R1 R1 R1 R1 R1
R50	R10 R10 R10 R10 R10
R43	R10 R10 R1 R1 R1 R10 R10
R62	R10 R10 R10 R1 R1 R10 R10 R10

2 Teken geld om R100 te maak.

Draw money to make R100.

Hoeveel 10's is daar in 100? How many 10s in 100?		R10 R10 R10 R10 R10 R10 R10 R10 R10 R10
Hoeveel 20's is daar in 100? How many 20s in 100?		R20 R20 R20 R20 R20
Hoeveel 50's is daar in 100? How many 50s in 100?		R50 R50

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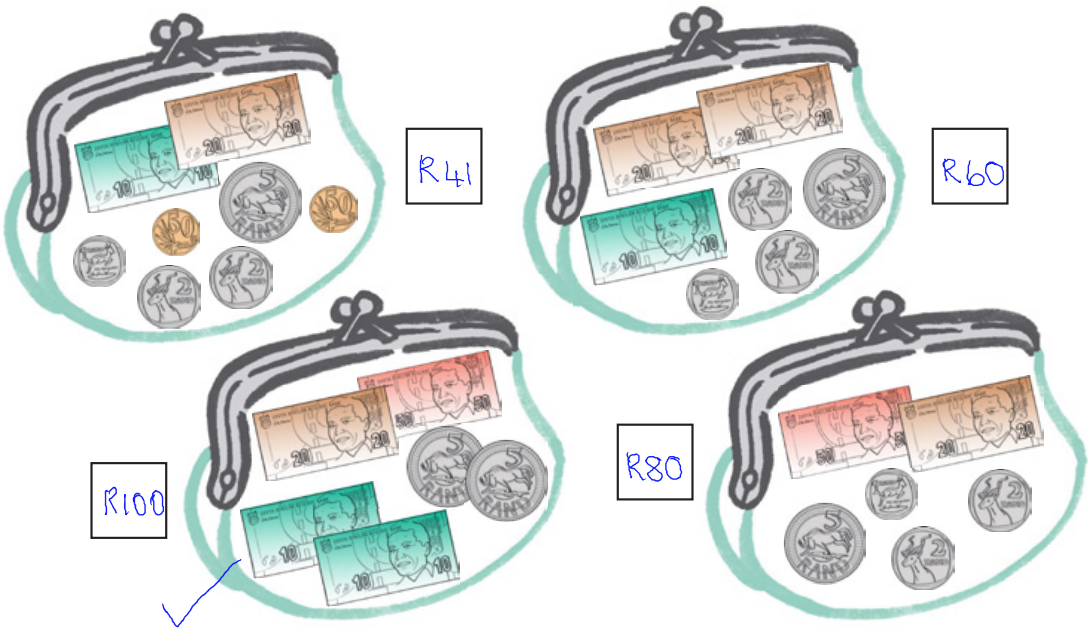
3 Teken die volgende deur R10-note en R1-munte te gebruik.
Draw the following using R10 notes and R1 coins.

R63	R10 R10 R10 R10 R10 R10 R1 R1 R1
R72	R10 R10 R10 R10 R10 R10 R10 R1 R1
R57	R10 R10 R10 R10 R10 R1 R1 R1 R1 R1 R1 R1
R100	R10 R10 R10 R10 R10 R10 R10 R10 R10 R10

4 Hoeveel geld is daar? Maak 'n regmerkie langs die beursie met die meeste geld.
How much money? Tick the purse with the most money.



Kwartaal 3-assessering

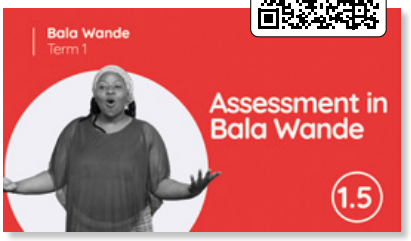
Assessering sluit skriftelike, mondelinge en praktiese aktiwiteite in. Die volledige assesseringsplan vir kwartaal 3 word in die tabel hier onder voorsien.

Dag 5 van elke week word vir vaslegging en assessering gebruik.

Daar is geen aktiwiteite vir formele assessering in week 1, 9 en 10 nie. Die leerders moet op dag 5 aan die werkkaarte werk wat in die Leerderaktiwiteitsboek voorsien word ten einde die werk vir die week vas te lê. Informele assessering kan gedoen word.

In week 3 en 7 word aktiwiteite vir **mondelinge en praktiese assessering** beplan. Jy moet die praktiese aktiwiteite en die kontrolelys/rubriek wat in die week se oorsig voorsien word, gebruik om die leerders te assesseer. Daar word werkkaarte in die Leerderaktiwiteitsboek voorsien om die werk vir die week vas te lê, en die leerders kan hieraan werk terwyl jy die mondelinge en praktiese assesserings in klein groepe of individueel met die leerders voltooi.

Vir week 2 tot 8 word aktiwiteite vir **skriftelike assessering** beplan. Dit word in hierdie assesseringspak voorsien op die bladsye wat in die tabel hier onder aangedui word. Dit word in die Leerderaktiwiteitsboek voorsien. Nadat die leerders die aktiwiteit vir skriftelike assessering voltooi het, kan hulle aan die vasleggingswerkkaarte in die Leerderaktiwiteitsboek werk.



Jy moet die **grondlynassessering** uitvoer wat deur jou provinsie vereis word. Die ondersteuningsmateriaal wat deur die provinsie voorsien word, moet gebruik word.

Rekordeer jou punte met behulp van jou standaardpunterekordeerstate vir elke aktiwiteit.

Die assesserings vir kwartaal 3 is soos volg:

			Bladsy	Punt
2	Optellings- en aftrekkingsprobleme en -getalsinne	skriftelik	222	10
3	Datahantering	skriftelik	224	7
	Ruimte en Vorm – 2D vorms: Neem die leerders waar om hul vermoë te assesseer om 2D vorms te benoem en die woordeskat verbonde aan 2D vorms te gebruik	mondeling en prakties	221	6
4	Optelling van 10'e en 1'e	skriftelik	226	28
5	Aftrekking van 10'e en 1'e	skriftelik	228	28
6	Getalpatrone	skriftelik	230	12
	Getalle, Bewerkings en Verwantskappe – getalle tot 100: Neem die leerders waar om vas te stel of hulle in staat is om met selfvertroue met behulp van 'n 100-blok in die getalgebied 0 tot 100 te werk	mondeling en prakties	221	6
7	Patrone	skriftelik	232	12
8	Meting – tyd	skriftelik	234	9

Term 3 assessment

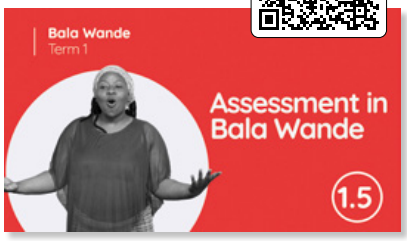
The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 3 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 3 and 6, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, **written assessment** activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.



You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.

Term 3 assessments are as follows:

			Page	Mark
2	Addition and subtraction problems and number sentences	Written	222	10
3	Data handling	Written	224	7
	Space and shape – 2-D shapes: Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes	Oral and practical	221	6
4	Adding 10s and 1s	Written	226	28
5	Subtracting 10s and 1s	Written	228	28
6	Number patterns	Written	230	12
	Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square	Oral and practical	221	6
7	Patterns	Written	232	12
8	Measurement – time	Written	234	9

Mondelinge en praktiese assessering

Gebruik die assesseringskontrolelys/-rubriek hier onder gedurende die weke waaraan dit toegewys is. Jy kan jou klas in groepe verdeel en een groep per dag in daardie week assesseer ten einde die druk te verwyder om hierdie aktiwiteit op een dag saam met die hele klas te doen.

Week 3 Mondelinge en praktiese assessering: Ruimte en Vorm – 2D vorms

Neem die leerders waar om hul vermoë te assesseer om 2D vorms te benoem en die woordeskat verbonde aan 2D vorms te gebruik	**Punt: 6**		
Kriteriakontrolelys: Korrek/verkeerd/byna	**✔**	**✘**	**●**
In staat om vierkante korrek te identifiseer en te benoem			
In staat om reghoeke korrek te identifiseer en te benoem			
In staat om driehoeke korrek te identifiseer en te benoem			
In staat om sirkels korrek te identifiseer en te benoem			
In staat om oor die kenmerke van 2D vorms te gesels – reguit en ronde sye			
In staat om vorms aan die hand van die kenmerke daarvan te vergelyk			

Week 6 Mondelinge en praktiese assessering: Getalle, Bewerkings en Verwantskappe – getalle tot 100

Neem die leerders waar om vas te stel of hulle in staat is om met selfvertroue met behulp van 'n 100-blok in die getalgebied 0 tot 100 te werk	**Punt 6**		
Kriteriakontrolelys: Korrek/verkeerd/byna	**✓**	**✗**	**●**
In staat om ontbrekende getalle in 'n 100-blok in te vul			
In staat om getalle met behulp van die patrone op 'n 100-blok te kry			
In staat om een meer en een minder as 'n gegewe getal tot 100 te kry			
In staat om tien meer en tien minder as 'n gegewe getal tot 100 te kry			
In staat om getalle van die kleinste tot die grootste te orden			
In staat om getalle van die grootste tot die kleinste te orden			

Gebruik hierdie SR-kode om die puntestaat vir die assesseringsaktiwiteite af te laai:

Funda Wande-puntestaat

Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 3 Oral and practical assessment: Space and Sshape – 2-D shapes

Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes.	**Mark: 6**		
Criteria checklist: Correct/incorrect/almost	**✔**	**✘**	**●**
Able to identify and name squares correctly			
Able to identify and name rectangles correctly			
Able to identify and name triangles correctly			
Able to identify and name circles correctly			
Able to speak about the properties of 2-D shapes – straight and round sides			
Able to compare shapes according to their properties			

Week 6 Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100

Observe learners to determine if they are able to work confidently in the number range 0–100 using a hundred square	**Mark 6**		
Checklist: Correct/incorrect/almost	**✓**	**✗**	**●**
Able to fill in missing numbers in a 100 square			
Able to use the patterns on a 100 square to find numbers			
Able to find one more and one less than a given number up to 100			
Able to find ten more and ten less than a given number up to 100			
Able to order numbers from smallest to greatest			
Able to order numbers from greatest to smallest			

Use this QR code to download mark sheets for the assessment activities:

Funda Wande mark sheet

WEEK • WEEK 2

Assessering | Assessment

Optelling en aftrekking op die getallelyn | Adding and subtracting on the number line

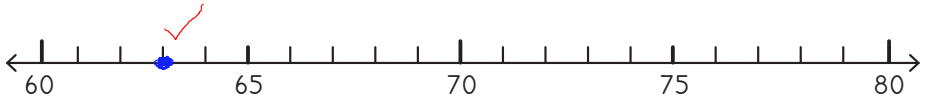
Naam | Name: Memorandum

Datum | Date: Total marks 10

1 Maak 'n kol op die getallelyn om die getal te wys.

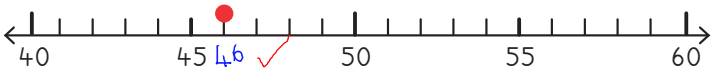
Draw a dot on the number line to show the number.

63



2 Skryf die getal by die kol neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Write the number at the dot. What is the next 10? How far to the next 10?



Die volgende 10 Next 10	50
Hoe ver? How far?	4

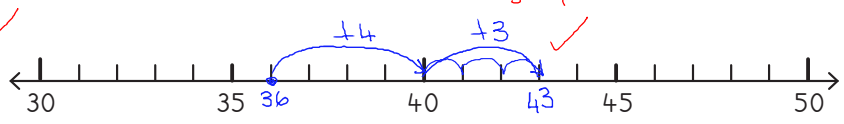
3 Los met behulp van die getallelyn op.

Solve using the number line.

No mark awarded if all jumps are in ones

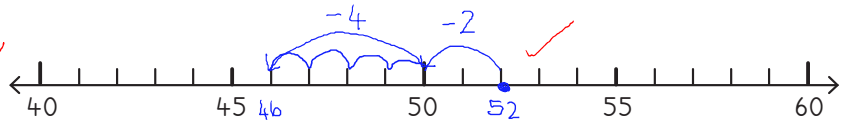
36 + 7 = 43

4 3



52 − 6 = 46

2 4



4 Zolani lees 27 bladsye. Hy lees 8 bladsye meer. Hoeveel bladsye lees hy altesame?

Zolani reads 27 pages. He reads 8 more pages. How many pages does he read altogether?

27 + 8 = 35 pages

5 Bokang het R42. Sy bestee R5. Hoeveel geld bly daar oor?

Bokang has R42. She spends R5. How much does she have left?

R42 − R5 = R37

WEEK • WEEK 2

Assessering | Assessment

Optelling en aftrekking op die getallelyn | Adding and subtracting on the number line

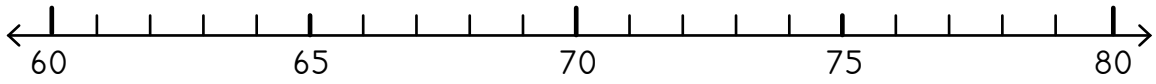
Naam | Name _____

Datum | Date _____

1 Maak 'n kol op die getallelyn om die getal te wys.

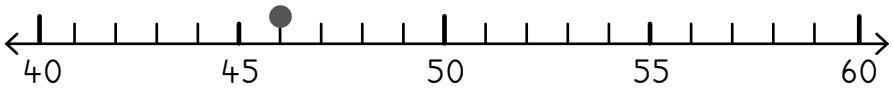
Draw a dot on the number line to show the number.

63



2 Skryf die getal by die kol neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Write the number at the dot. What is the next 10? How far to the next 10?

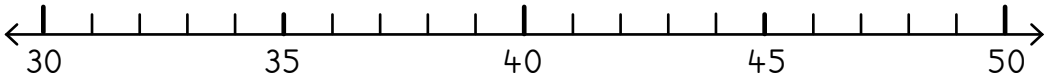


Die volgende 10 Next 10	
Hoe ver? How far?	

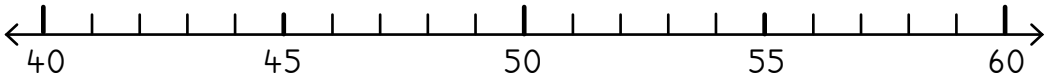
3 Los met behulp van die getallelyn op.

Solve using the number line.

36 + 7 = ____



52 – 6 = ____



4 Zolani lees 27 bladsye. Hy lees 8 bladsye meer. Hoeveel bladsye lees hy altesame?

Zolani reads 27 pages. He reads 8 more pages. How many pages does he read altogether?

5 Bokang het R42. Sy bestee R5. Hoeveel geld bly daar oor?

Bokang has R42. She spends R5. How much does she have left?

WEEK • WEEK 3

Assessering Assessment

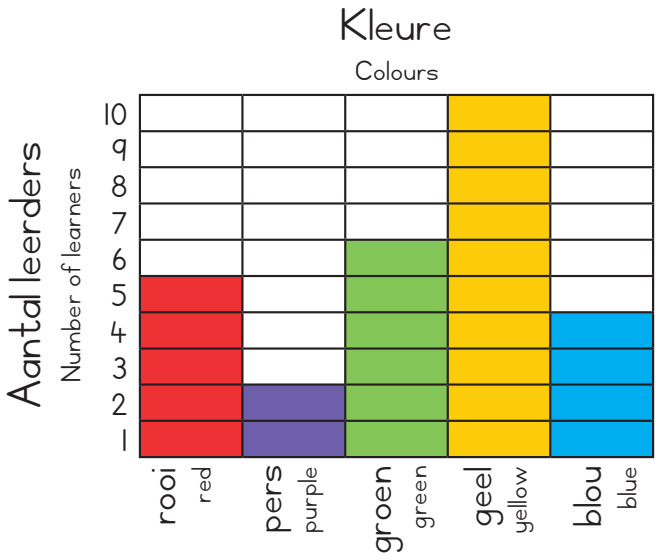
Datahantering Data handling

Naam | Name Memorandum

Datum | Date Total marks 7

Lorna vra 'n paar maats wat hulle gunstelingkleure is. Sy teken hierdie grafiek om die data te wys. Beantwoord die vrae met behulp van die grafiek.

Lorna asked some friends about their favourite colours. She drew this graph to show the data. Use the graph to answer the questions.



Hoeveel leerders hou van rooi? How many learners like red? 5 ✓	Hoeveel leerders hou van blou? How many learners like blue? 4 ✓
Hoeveel leerders hou van groen? How many learners like green? 6 ✓	Wat is die gunstelingkleur? What is the favourite colour? yellow ✓
Hoeveel leerders hou meer van groen as van rooi? How many more learners like green than red? 1 ✓	Hoeveel leerders hou meer van groen as van blou? How many more learners like green than blue? 2 ✓
Hoeveel maats het Lorna gevra? How many friends did Lorna ask? 27 ✓	

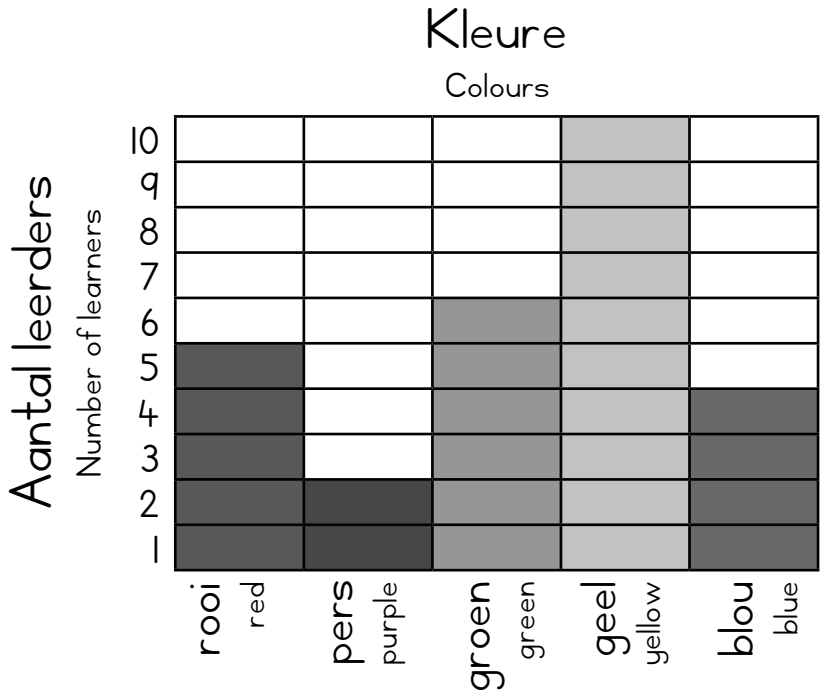
Assessering Assessment | **Datahantering** Data handling

Naam | Name _____

Datum | Date _____

Lorna vra 'n paar maats wat hulle gunstelingkleure is. Sy teken hierdie grafiek om die data te wys. Beantwoord die vrae met behulp van die grafiek.

Lorna asked some friends about their favourite colours. She drew this graph to show the data. Use the graph to answer the questions.



Hoeveel leerders hou van rooi? How many learners like red?	Hoeveel leerders hou van blou? How many learners like blue?
Hoeveel leerders hou van groen? How many learners like green?	Wat is die gunstelingkleur? What is the favourite colour?
Hoeveel leerders hou meer van groen as van rooi? How many more learners like green than red?	Hoeveel leerders hou meer van groen as van blou? How many more learners like green than blue?
Hoeveel maats het Lorna gevra? How many friends did Lorna ask?	

WEEK • WEEK 4

Assessering **Optelling van 10'e en 1'e**
Assessment Adding 10s and 1s

Naam | Name Memorandum

Datum | Date Total marks 28

1 Los op.
Solve.

20 + 30 = 50 ✓	30 + 10 = 40 ✓	20 + 20 = 40 ✓
40 + 20 = 60 ✓	30 + 40 = 70 ✓	10 + 40 = 50 ✓
26 + 30 = 56 ✓	34 + 10 = 44 ✓	25 + 20 = 45 ✓
42 + 20 = 62 ✓	31 + 40 = 71 ✓	14 + 40 = 54 ✓
26 + 32 = 58 ✓	34 + 15 = 49 ✓	25 + 21 = 46 ✓
42 + 25 = 67 ✓	31 + 42 = 73 ✓	14 + 45 = 59 ✓

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

64 + 23 = 60+20+4+3 ✓ = 80+7 ✓ = 87 ✓	55 + 34 = 50+30+5+4 ✓ = 80+9 ✓ = 89 ✓

3 Jaya koop 'n pen vir R35 en 'n potlood vir R12. Hoeveel het sy altesame uitgegee?
Jaya bought a pen for R35 and a pencil for R12. How much did she spend altogether?

R35+R12 ✓ = 30+10+5+2 ✓
= 40+7 ✓
= R47 ✓

WEEK • WEEK 4

Assessering **Optelling van 10'e en 1'e**
Assessment Adding 10s and 1s

Naam | Name _____

Datum | Date _____

1 Los op.
Solve.

20 + 30 = ____	30 + 10 = ____	20 + 20 = ____
40 + 20 = ____	30 + 40 = ____	10 + 40 = ____

26 + 30 = ____	34 + 10 = ____	25 + 20 = ____
42 + 20 = ____	31 + 40 = ____	14 + 40 = ____

26 + 32 = ____	34 + 15 = ____	25 + 21 = ____
42 + 25 = ____	31 + 42 = ____	14 + 45 = ____

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

64 + 23 = _____ = _____ = ____	55 + 34 = _____ = _____ = ____

3 Jaya koop 'n pen vir R35 en 'n potlood vir R12. Hoeveel het sy altesame uitgegee?
Jaya bought a pen for R35 and a pencil for R12. How much did she spend altogether?

_____ = _____
= _____
= _____

WEEK • WEEK 5

Assessering **Aftrekking van 10'e en 1'e**
Assessment Subtracting 10s and 1s

Naam | Name Memorandum

Datum | Date Total marks 28

1 Los op.
Solve.

50 – 30 = 20 ✓	80 – 20 = 60 ✓	60 – 10 = 50 ✓
70 – 40 = 30 ✓	90 – 50 = 40 ✓	50 – 20 = 30 ✓
58 – 30 = 28 ✓	84 – 20 = 64 ✓	65 – 10 = 55 ✓
76 – 40 = 36 ✓	97 – 50 = 47 ✓	59 – 20 = 39 ✓
58 – 34 = 24 ✓	84 – 21 = 63 ✓	65 – 14 = 51 ✓
76 – 43 = 33 ✓	97 – 52 = 45 ✓	59 – 27 = 32 ✓

2 Los op. Jy kan jou blokkies gebruik. Skryf neer wat jy gedoen het om dit uit te werk.
Solve. You can use your blocks. Write what you did to work it out.

85 – 31 = 85 – 30 – 1 ✓ = 55 – 1 ✓ = 54 ✓	69 – 36 = 69 – 30 – 6 ✓ = 39 – 6 ✓ = 33 ✓

3
Brian het R65. Hy koop 'n baadjie vir R42. Hoeveel geld bly daar nou oor?
Brian had R65. He bought a jacket for R42. How much money does he have now?

R65 – R42 ✓ = R65 – R40 – R2 ✓
= R25 – R2 ✓
= R23 ✓

WEEK 5 • WEEK

Assessering **Aftrekking van 10'e en 1'e**

Assessment Subtracting 10s and 1s

Naam | Name _____

Datum | Date _____

1 Los op.

Solve.

50 – 30 = ____	80 – 20 = ____	60 – 10 = ____
70 – 40 = ____	90 – 50 = ____	50 – 20 = ____

58 – 30 = ____	84 – 20 = ____	65 – 10 = ____
76 – 40 = ____	97 – 50 = ____	59 – 20 = ____

58 – 34 = ____	84 – 21 = ____	65 – 14 = ____
76 – 43 = ____	97 – 52 = ____	59 – 27 = ____

2 Los op. Jy kan jou blokkies gebruik. Skryf neer wat jy gedoen het om dit uit te werk.

Solve. You can use your blocks. Write what you did to work it out.

85 – 31 = _____ = _____ = ____	69 – 36 = _____ = _____ = ____

3

Brian het R65. Hy koop 'n baadjie vir R42. Hoeveel geld bly daar nou oor?

Brian had R65. He bought a jacket for R42. How much money does he have now?

_____ = _____

= _____

= _____

WEEK • WEEK 6

Assessering Assessment — **Getalle tot 100** Numbers to 100

Naam | Name: Memorandum

Datum | Date: Total marks 12

1 Brei die patroon uit.
Extend the pattern.

83	84	85	86	87	88	89	90	91	92 ✓
94	93	92	91	90	89	88	87	86	85 ✓
12	22	32	42	52	62	72	82	92	102 ✓

2 Los op.
Solve.

34 + 10 = 44 ✓	41 + 3 = 44 ✓	48 + 2 = 50 ✓
45 – 10 = 35 ✓	67 – 10 = 57 ✓	54 – 4 = 50 ✓

3 Tel aan in 5'e.
Count forwards in 5s.

5	10	15	20	25	30	35 ✓

4 Tel terug in 5'e.
Count backwards in 5s.

100	95	90	85	80	75	70 ✓

5 Orden! Skryf die getalle van die kleinste tot die grootste.
Order! Write the numbers from smallest to greatest.

67 60 19 76

19 60 67 76 ✓

WEEK • WEEK 6

Assessering **Getalle tot 100**
Assessment Numbers to 100

Naam | Name _____

Datum | Date _____

1 Brei die patroon uit.
Extend the pattern.

83	84	85							
94	93	92							
12	22	32							

2 Los op.
Solve.

34 + 10 = ____	41 + 3 = ____	48 + 2 = ____
45 – 10 = ____	67 – 10 = ____	54 – 4 = ____

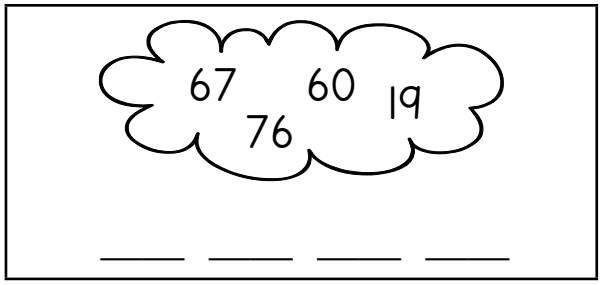
3 Tel aan in 5'e.
Count forwards in 5s.

5	10					

4 Tel terug in 5'e.
Count backwards in 5s.

100	95					

5 Orden! Skryf die getalle van die kleinste tot die grootste.
Order! Write the numbers from smallest to greatest.



WEEK • WEEK 7

Assessering Assessment

Patrone Patterns

Naam | Name Memorandum

Datum | Date Total marks 12

1 Tel in 4's. Kleur elke sprong in.

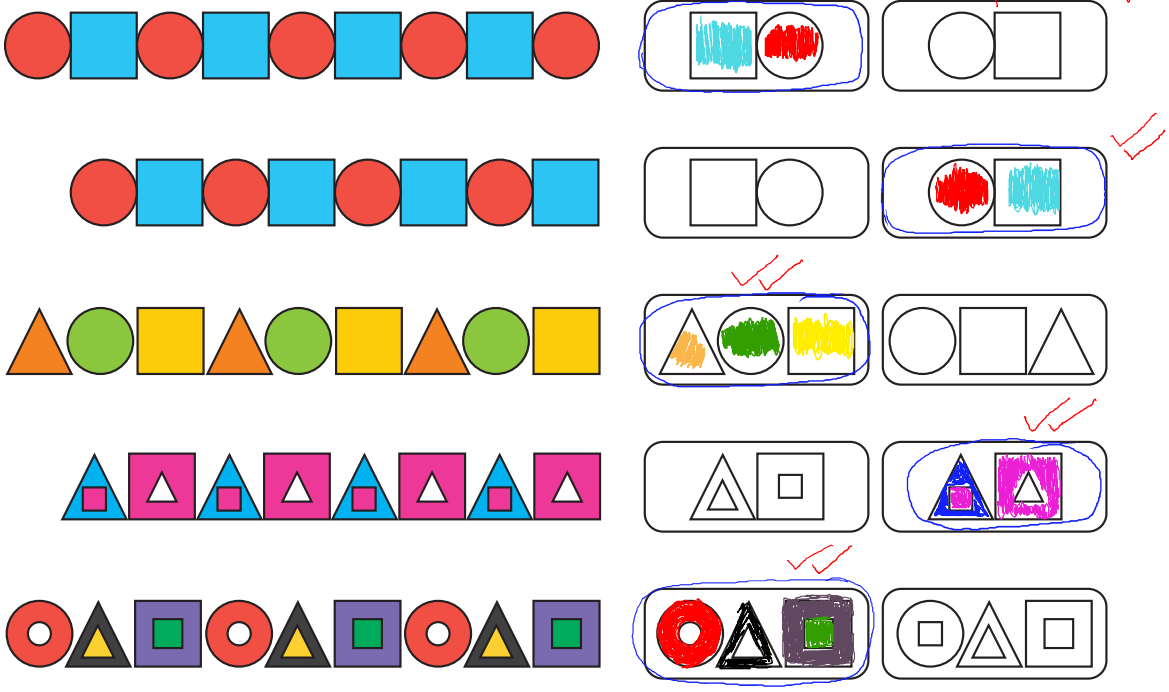
Count in 4s. Colour each jump.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

2 Kies die volgende vorms in die patroon en kleur dit in.

Choose and colour the next shapes in the pattern.

1 – colour
1 – pattern



3 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.

WEEK • WEEK 7

Assessering **Patrone**
Assessment Patterns

Naam | Name _____

Datum | Date _____

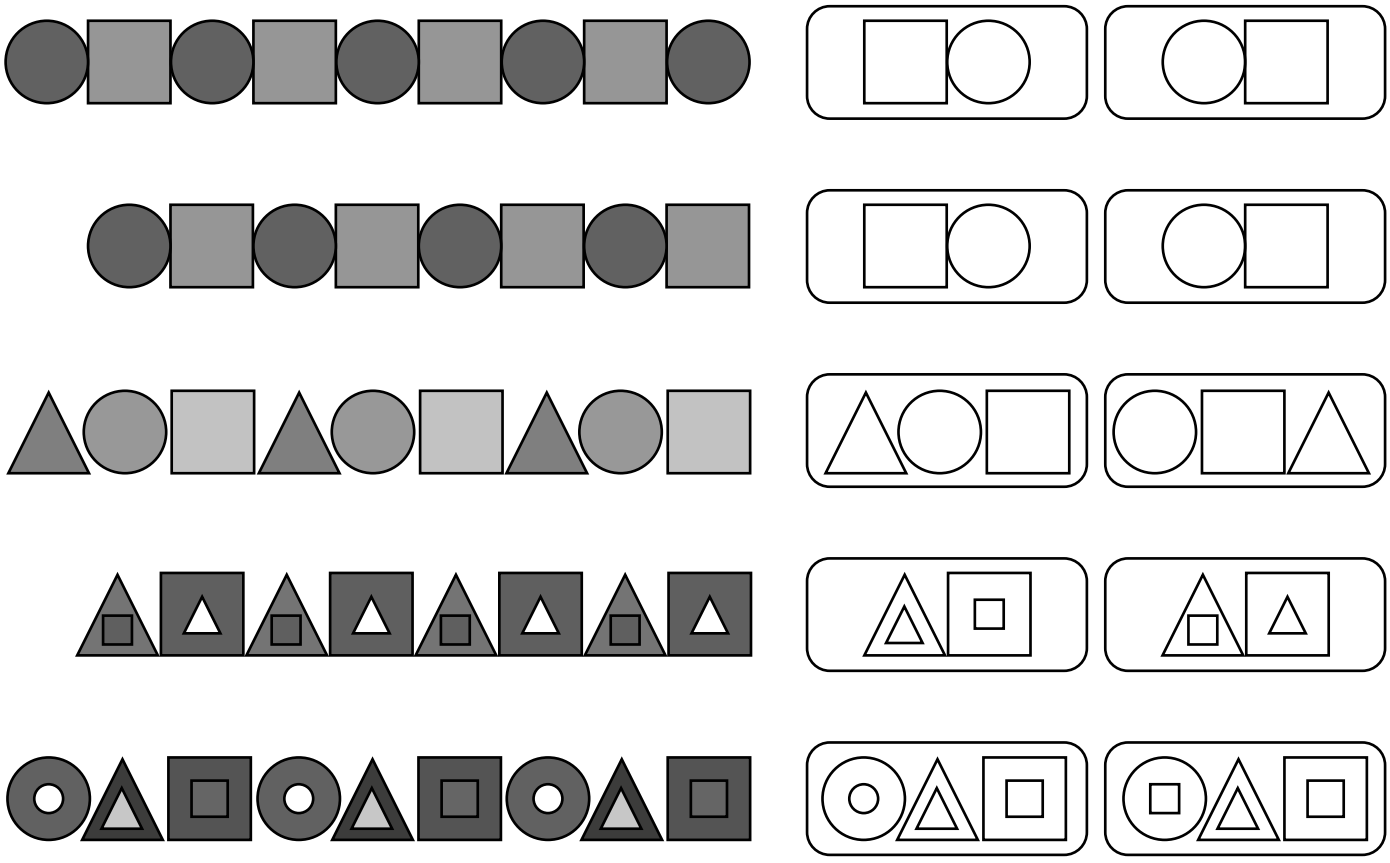
1 Tel in 4's. Kleur elke sprong in.

Count in 4s. Colour each jump.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

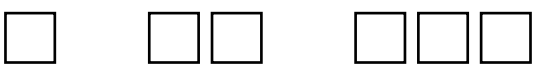
2 Kies die volgende vorms in die patroon en kleur dit in.

Choose and colour the next shapes in the pattern.



3 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.



_____

WEEK • WEEK 8

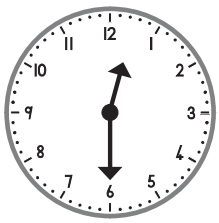
Assessering | Assessment — **Kom ons praat oor tyd** | Let's talk about time

Naam | Name: Memorandum

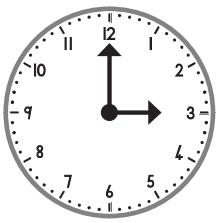
Datum | Date: Total marks 9

1 Hoe laat is dit?

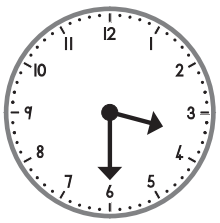
What is the time?



12 : 30 ✓



03 : 00 ✓



03 : 30 ✓

2

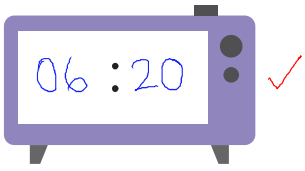
Hoeveel maande is daar in 'n jaar? How many months in a year? 12 ✓
Watter maand kom voor Januarie? What month comes before January? December ✓
Watter maand kom ná Januarie? What month comes after January? February ✓

3 Skryf die digitale tyd neer.

Write the digital time.

Jabu word 20 minute oor 6 wakker.

Jabu wakes up at 20 minutes past 6.



✓

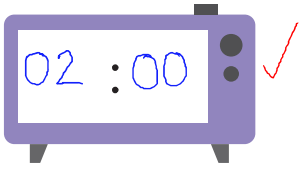
Jabu loop 5 minute ná 7 skool toe.

Jabu walks to school at 5 minutes past 7.

✓

Jabu loop om 2-uur van die skool af huis toe.

Jabu walks home from school at 2 o'clock.



✓

WEEK • WEEK 8

Assessering **Kom ons praat oor tyd**

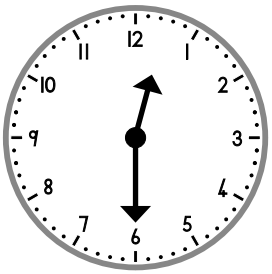
Assessment Let's talk about time

Naam | Name _____

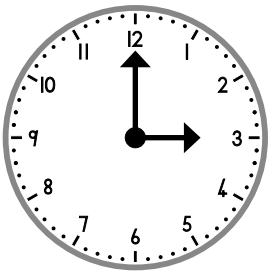
Datum | Date _____

1 Hoe laat is dit?

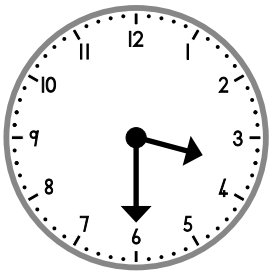
What is the time?



_____ : _____



_____ : _____



_____ : _____

2

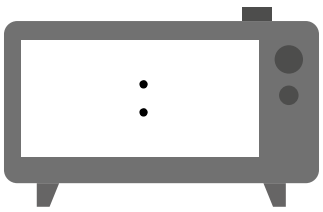
Hoeveel maande is daar in 'n jaar? How many months in a year?
Watter maand kom voor Januarie? What month comes before January?
Watter maand kom ná Januarie? What month comes after January?

3 Skryf die digitale tyd neer.

Write the digital time.

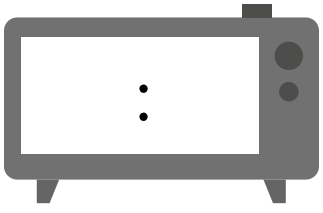
Jabu word 20 minute oor 6 wakker.

Jabu wakes up at 20 minutes past 6.



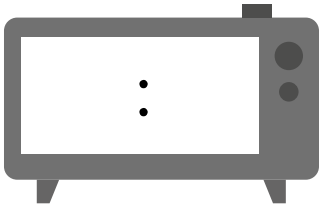
Jabu loop 5 minute ná 7 skool toe.

Jabu walks to school at 5 minutes past 7.



Jabu loop om 2-uur van die skool af huis toe.

Jabu walks home from school at 2 o'clock.



Onderwysersnotas

Teacher notes

Bala Wande

Calculating with Confidence

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VERSION 3.0